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ABSTRACT

This workbook introduces basic concepts of nutrition and health to beginning adult students of English as a Second Language (ESL). The text may also be adapted for use with new readers. It is intended as a supplement to existing instructional materials. An introductory section offers teachers suggestions for use of the text and notes on the design and content of each lesson, including vocabulary lists, specification of structures and language functions, a lesson overview, and specific objectives and procedures. A simple recipe is included with most lessons. This section also includes pages that can be cut into small cards illustrating various foods. The student workbook, containing eight nutrition lessons, follows. Lesson topics include: healthy nutritional practices; understanding how the body works; variety in diet; creating healthy meals; keeping foods safe; smart shopping; eating well to stay healthy; and getting help when needed. A glossary of foods is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 384 260

# A TASTE OF ENGLISH

## Nutrition Workbook for Adult ESL Students
## Teacher's Manual

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# A Taste of English

## A Nutrition Workbook for Adult ESL Students

## Teacher's Manual

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The student workbook is included at the end of this manual.

# Introduction

**A Taste of English** was developed by the Association of Farmworker Opportunity Programs in order to introduce basic concepts of nutrition and health to beginning adult English as a Second Language (ESL) students. The text may also be adapted for use with new readers.

## The need for nutrition information and education

The growing population of limited English proficient individuals in the United States poses a substantial challenge to traditional nutrition education efforts. Although the limited education and economically disadvantaged status of some of these recent immigrants and refugees would make them ideal candidates for nutrition and health education. The methods often used to reach the general population are ineffective with this group because of barriers of language and culture.

Language barriers prevent limited English proficient individuals from understanding food labels and from learning about various federal, state and local nutrition and health resources. In addition, limited English proficient individuals may be unable to purchase the types of healthy foods they are accustomed to and therefore adopt nutritionally unsound "fast foods" as substitutes. Finally, they may unknowingly waste food dollars by not purchasing in bulk or buying single-serving convenience foods.

Despite the great need, nutrition programs for low income individuals have been and continue to be underutilized. Educational materials geared specifically for low-income, limited English populations are needed, yet such culturally appropriate and content-based materials are rare. In an effort to reach these hard to serve individuals AFOP has created a text that serves to teach beginning-level English while it introduces basic nutrition and health concepts.

## The purpose and development of this text

This text is meant to be a supplement to, not a replacement for, educational materials currently being used. It contains some similar content areas covered in survival skill books, but goes into more depth on subjects related to prenatal and infant nutrition, reading nutrition labels, and federal nutrition assistance programs. The Teacher's Manual guides the teacher in methods for introducing and discussing the topics, and should be used in conjunction with the Student Workbook. We encourage teachers to invite nutritionists and other service providers to speak with the class in order to answer students' questions and provide them with a link to community resources.

The development of this text first required a review of current texts being used by teachers, and also a measure of the existing knowledge, attitudes and behaviors among ESL students regarding health and nutrition. AFOP staff conducted focus group interviews with beginning level ESL students from a variety of ethnic backgrounds. This information provided the basis for a text with the students' interests and concerns in mind. After illustrations were developed and pretested, the text was then field-tested by ESL teachers across the country. An ESL Nutrition Advisory Workgroup, formed of ESL and nutrition experts, assisted with the development of the book's structure and its final review. Suggestions made during the entire process, from the pretest and field-test respondents to the advisory workgroup members all contributed significantly to the development of this text.

## Notes for the Teacher

### How to use this text

**A Taste of English** is meant to be learner-centered. The activities in the book are meant to raise questions and prompt discussion of nutrition in relation to health. The goal of the text is both to inform and educate learners about nutrition and teach them language needed to make healthy and low-cost decisions regarding food.

### Lesson opening

Each lesson begins with a picture which introduces the lesson topic. By asking questions about the picture you will be able to discover what vocabulary your learners already understand related to the topic. You will also uncover attitudes and opinions about each topic. Try to relate the topic to the individuals in your class by asking how the situation compares to their own lives.

Use the following procedure:

- Ask the learners to look at the opening picture. Ask the class about the picture. Include some of the following questions: What do you see? Where are they? What are they doing?
- Elicit or supply the needed vocabulary. Write the words on the board.
- Ask the class if they perform the same activity as those in the picture. Ask learners to relate their own experience.

- In pairs, have learners look at the picture and practice asking each other questions about the activity in the picture.
- Have learners copy the words on the board into their notebooks. They can then use the vocabulary to write a paragraph about the picture. If the students are not able to write their own stories, the class can write the story together as a Language Experience Approach.

  A Language Experience Approach (LEA) is a method of teaching reading and writing by using language that the learners themselves generate. Using the illustration that begins a lesson, have learners contribute to a story. You may have to ask questions in order to prompt responses, for example, "What do you think is happening?" What is that?" As learners dictate, write their responses on the board. Do not make corrections at this point because it will discourage spontaneity. When the story is completed, read it aloud to the class. Ask learners to read it aloud to you. Later you may want to ask the class to help you correct it.

## Recipes

Use the recipes as a Total Physical Response activity in order to teach vocabulary related to food preparation. Total Physical Response (TPR) is a language teaching method that teaches spoken language through the performance of actions in response to commands. For example, if the command is "close the door," the response would be to actually close the door. The reponse could also be to mime closing the door. Learners must listen actively if they are to respond correctly.

The recipes in this text are written in steps which begin with concrete action verbs related to cooking. have learneres respond to your command, "Mash the banana well," either by miming the action or by actually performing this step in the recipe. Or, have learners read the recipe and prepare it in class. Lesson 8 has a recipe card on which learners can write their own recipes.

**Additional activities:**

- Cut up the steps in the recipe and have learners rearrange them in the proper sequence.
- Take photographs of the various steps in the recipe and use the Language Experience Approach to write about this activity in a later class.
- Have individual learners dictate favorite recipes to be published in a class cookbook.

  These activities will vary according to the level and interest of the students.

# Be Good to Your Body

## Vocabulary

- health
- exercise
- protein
- carbohydrates
- fats
- vitamins
- minerals
- salty
- calories
- weight
- overweight
- fiber
- digestion
- caffeine
- sodium
- smoke
- cigarettes
- alcohol
- liquor
- beer
- wine
- salt

## Structure

- "wh" questions
- present progressive
- present tense
- less - more
- most - least

## Function

- Giving advice
- Asking for and giving information

# Lesson 1 Overview

## Be good to your body.

**Objective:** To introduce the topic of healthy practices.

### Procedure:

Before beginning the book, **A Taste of English**, make a semantic web with the word "health" in the center of the circle. Make sure that learners know the meaning of the word. Ask the class for related words or phrases in order to elicit their views and conceptions of the topic.

Next, ask the learners to look at the picture on page 1 in the Student Book. Ask the class about the picture. Include some of the following questions: What do you see? Where are they? What are they doing? Why are they walking, running, etc.? In addition, ask about the family in the foreground. Ask about what foods they are eating and whether they think these foods are healthy.

Elicit or supply the needed vocabulary. Write the words on the board.

Ask the class if they run or play soccer. Write the word "exercise" on the board and have learners tell what they do for exercise.

In pairs, have learners look at the picture and practice asking each other, "What is she doing?" The other learner answers with "She's walking."

### Additional Activity:

Have learners copy the words on the board into their notebooks. They can then use the vocabulary to write a paragraph about the picture. If students are not able to write their own stories, the class can write the story together as a Language Experience Approach.

## 1. Eat healthy foods.

**Objective:** To introduce the concept that food is related to health.

**Procedure:**

The first lesson is meant as an introduction. The "10 healthy practices" are repeated in more detail as the text progresses. Ask the learners what they eat to keep healthy. Write the foods on the board. They may offer names of various ethnic dishes. Have them describe these items. Ask why these foods are healthy.

Ask if they can eat only rice or only noodles or bread. Have learners explain why not. Have the class look at pages 2 and 3 and identify the foods they see. Write any needed vocabulary on the board. The concept of food groups will be covered in Lesson 3.

**Did you know that...?**

Many cultures believe that health is unrelated to what you eat.

## 2. Watch your weight.

**Objective:** To understand that too many calories can make you overweight.

**Procedure:**

Have the class look at the man on the scale on page 4 and tell you what they see. Determine with the class that he is overweight. Ask the class how they think he became overweight. Write the word "calorie" on the board and explain that a calorie is an amount of energy. Explain that perhaps the foods he ate had too many calories. Mention that he probably doesn't get enough exercise to burn the calories.

Next, find out if learners know their height. If not, mark off a place on the classroom wall so that learners can measure each other. You may have to teach feet and inches if you have not done this already. After each learner can give their height in feet and inches, ask them to look at the chart on page 5 to see how much they should weigh. The higher weights in the ranges generally apply to men, who have more muscle and bone. The lower weights more often apply to women, who have less muscle and bone. Be sure to point this out to your class.

Then have the class look at the pictures on pages 6 and 7 and tell you which foods have few calories and which foods have many. Provide vocabulary as needed.

Ask learners to work in pairs to decide which foods on page 8 have more calories. Have them check their answers with other pairs.

**Additional Activity:**

Ask the partners to generate other food pairs for the class to determine which has fewer calories. Partners can draw pictures of the foods or find them in magazines.

## 3. Eat less fat.

**Objective:** To recognize that some foods have more fat that others.

**Procedure:**

Explain to the class that, although fat is necessary in our diets, only a very little is needed. Too much fat is not healthy. Ask the class to look at the pictures on page 9. Have the learners tell you which are low fat and which are high in fat.

After a discussion of high and lowfat foods, ask learners how much fat they think they can eat each day. Are three Big Macs too much? Is a dish of refried beans too much? How much butter or lard can they eat? Explain that the chart on page 9 of the student book shows approximately how much fat we can eat each day. Doctors say that 30% of our calories can be in fat. The average woman eats about 1600 calories each day; therefore, she can eat about 60-80 grams of fat a day. The average man eats about 2200 calories daily and can eat about 75-105 grams of fat. Stress that these numbers are only averages. An accurate number of calories depends on age, sex, body size, and activity level.

Ask them to work in pairs to generate a list of other foods that are high in fat. List these foods on the board. Have students copy four of these foods into their books on page 10.

Next, ask learners to list some of the foods that they eat on the lines provided on page 10. Then discuss whether these foods are high fat or low fat. You might ask students to find the fat content for some of the foods listed in the glossary.

## 4. Drink more water. and 5. Eat more fiber.

**Objective:** To recognize that it is important to drink water and eat fiber.

### Procedure:

Make two columns on the board. At the top of one column write "more" and at the top of the other write "less". Ask the learners what they would like to do more often. Suggest activities such as exercise, play with their children, and speak English. Write the responses in the "more" column. Next, ask learners which things they would like to do less. Write responses in the "less" column.

Next, explain that in order to be healthy there are certain things that we should do more and others that we should do less, for example, eat less fat. Begin two new "more" and "less" columns and add the healthy practices to them as you work through pages 11, 12, and 13.

Have learners tell you what the man at the top of page 11 is doing. Talk about the importance of drinking eight glasses of water each day.

Bring examples of foods that are high in fiber into class or make a list of high fiber foods with your class. There are some examples of these foods in the picture at the bottom of page 11. Point out that fiber is good for digestion and health.

Fiber is the part of plants that the body cannot digest easily. Fiber is found in fruits, vegetables, grains, nuts, seeds, dried beans, split peas, and lentils. There is no dietary fiber in meat or dairy products. Fiber includes the cell walls of plants (cellulose) and other substances found in plants such as pectin and gums.

### 6. Don't smoke. and 7. Have less caffeine.

**Objective:** To recognize that it is not healthy to smoke or to have too much caffeine.

**Procedure:**

Have the class look at the picture of the man smoking on page 12. Prompt a discussion of why smoking is unhealthy. Have learners make a list of reasons not to smoke. List these reasons on the board. This list may also include reasons that have nothing to do with health, for example, it's expensive.

Next, find out if anyone in the class has heard of caffeine. Mention that it can make you nervous and that it can make your heart beat faster. Make a list of the foods that have caffeine. Point out the coffee cup on page 12 and say that it's okay to have some caffeine - about two cups of coffee a day. List sodas that do not contain caffeine. In addition, talk about the decaffeinated teas and coffees that are available.

**Additional Activity:**

Stage a blind taste test to see if learners can tell the difference between coffee or tea with caffeine compared to a decaffeinated product.

## 8. Drink less alcohol. and 9. Eat less salt and sodium.

**Objective:** To recognize that it is not healthy to drink too much alcohol or have too much sodium in the diet.

### Procedure:

Have the class make a list of the alcoholic beverages that they know. Prompt a discussion of drinking and why too much alcohol is unhealthy. Ask learners to look at the picture at the top of page 13 and read the sentences next to it.

Next, bring a salt shaker into class and have learners taste the salt. Teach the word "salty" and have the class name foods that are salty. Mention that salt has sodium. Explain that it is not healthy to eat too much salt. Have learners look at the picture and read the text at the bottom of page 13.

### Additional Activity

Bring in labels of some foods that contain sodium that are not salty (i.e., a can of soda, soup, baked goods, etc.).

## 10. Exercise more.

**Objective:** To recognize the importance of exercise for a healthy body.

### Procedure:

Refer to the beginning of the lesson in which the learners told you about the type of exercise they enjoy. Write the names of the activities on the board. Remind them that exercise burns calories and makes us stronger. Talk about how exercise can make the heart and muscles stronger and improve the way we feel about ourselves. Have the class list other benefits of exercise. Mention that exercise is good for everyone, including young and old, men and women, and even pregnant women with the advice of their doctor. Learners may feel that they must join a gym or heath club in order to get exercise. Discuss types of exercise that are accessible and inexpensive. You might also prompt a discussion of whether women can play the same sports as men.

Ask the learners to turn to page 14 and have them identify the activities. Determine with the class that sleeping is not much of an exercise. Ask questions about the number of calories that each activity uses. Which uses the most? Which uses the least? Make sure that learners understand that the number of calories burned depends on the effort expended when exercising. In other words, a slow dance does not use as many calories as a polka.

Have the learners look at the exercise log on page 15 and record the type of exercise they engage in and the amount of time for each day of the week. Ask learners "When do you exercise?" "What do you do?" and "How long do you (name the activity)?" After you have asked individuals these questions, have the learners ask you.

Next, have learners work in pairs to ask each other these questions.

## Match the pictures with the words.

**Objective:** To match the pictures with the sentences.

### Procedure:

Make sentence strips for each of the ten healthy practices. Have the learners read the sentences with you and explain what they mean. Next point to each picture on page 17 and have learners tell you what the healthy practice is for each. Finally, ask the learners to match the words on page 16 to the pictures on page 17 by writing the letter in the box with the picture. Ask partners to swap books and correct the work.

### Additional Activity:

As a class activity, ask the learners to draw their own pictures to symbolize each healthy practice. Ask them to label their pictures. Display their work on the classroom walls.

## Fred

**Objective:** To be able to name ten activities that will promote personal health.

**Procedure:**

Direct the learners to look at the picture of Fred on page 18. Tell them that Fred wants to be healthy. Ask them to work in pairs and make a list of what Fred should do. When the class is ready, ask them to volunteer their answers and write them on the board. All of the 10 points should be included in this list.

Next, have the class fill in the blanks on page 19. Allow them to refer to the list on the board.

Have the learners suggest healthy practices in addition to the 10 found in the book.

## Fruit Salad

3 peaches
1/4 cantaloupe
2 apples
1/2 cup blueberries
3 tablespoons cherries
1 cup strawberries

1. Wash the peaches. Remove the peel. Dice into bite-size pieces. Put pieces in a bowl.
2. Cut the rind off the cantaloupe. Dice the slices into bite-size pieces. Put the pieces in the bowl.
3. Wash the apples and core them. Then dice them into bite-size pieces. Place in bowl.
4. Wash the blueberries. Add them to the other fruits.
5. Wash the strawberries. Pull off the green tops. Slice each strawberry. Add to bowl.
6. Wash cherries. Take the pits out of them. Add to other fruits.
7. Mix all fruits together. Place in dishes. *Makes 6 servings.*

# Know How Your Body Works

## Vocabulary

bones
muscles
organs
liver
arteries
colon
pumps
remove
blood pressure
stomach
heart
intestines
blood
poison
breathe
waste
circulation
kidneys
veins
breaks down

## Structure

present tense
questions with do/does
"wh" questions

## Function

Identify internal organs
Explain the function of several internal organs

# Lesson 2 Overview

## Know how your body works.

**Objective:** To review the names for parts of the body and introduce the internal organs.

**Procedure:**

Have learners look at the picture of the man in shorts on page 21 and name all the body parts they can remember. List the words on the board as the class says them.

Play a game of "Simon says" to further review and practice naming the parts of the body. Have different learners lead the game.

Ask the class if they can identify the internal organs illustrated on page 21. Write these on the board. Inform the class that they will be learning about the inside of the body and how the body works.

**Did you know that...?**

Learners who have had very little education in their native countries may be disturbed by the picture of the body's internal organs. You may want to introduce this topic before showing the pictures at the beginning of Lesson 2

## Your Body

**Objective:** To identify muscles, organs, and bones.
To explain the functions of the muscles, organs, and bones.

**Procedure:**

Have the learners look at the pictures on pages 22. Point out the bones, muscles, and organs. Ask learners to tell you how they work. Learners can demonstrate what muscles and bones do. Read the sentences next to the illustrations and have learners follow along.

## Circulation

**Objective:** To identify the heart, arteries, and veins.
To explain the functions of the heart, arteries, and veins.

**Procedure:**

Have the learners look at the picture on pages 23. Point out the heart, arteries, and veins. Ask learners to find the veins in their arms if they can. Explain that arteries carry blood away from the heart and that veins return blood. You can also say that the heart moves this blood through the body. Try not to be too technical, unless your class has the language for more details.

Have learners form "wh" questions about the functions of the circulatory system, for example, "What does the heart do?" "What do the veins do?"

## Eat well and exercise to keep your heart healthy.

**Objective:** To identify practices that will keep the heart healthy.

**Procedure:**

Ask learners what they can do to keep their hearts strong and healthy. Write suggestions on the board.

Next, have the learners look at the picture on page 24 and point out that the artery on the right is small due to cholesterol. Cholesterol exists only in food products that contain animal fat; however, eating high fat foods can raise the level of cholesterol in the blood.

You can demonstrate a clogged artery by filling a paper towel tube with tissues. Ask learners if it will be easy or difficult for the blood to pass through a clogged tube like this. Be sure to mention that the heart has to work very hard to move the blood through a narrow artery.

## You can help your heart.

**Objective:** To identify practices that will keep the heart healthy.

Explain that high blood pressure can also make the heart work too hard. Sodium and caffeine can help to cause high blood pressure. After the learners have identified the pictures on pages 24 and 25, ask them to follow along with you as you read the text.

**Additional Activity**

You may want to use this introduction to cholesterol and high blood pressure to invite a nurse to class or arrange a trip to a clinic. Ask the nurse to take blood pressure readings and test for cholesterol.

## Digestion

**Objective:** To identify the stomach, liver, kidneys, intestines, and colon.
To explain the functions of the stomach, liver, kidneys, intestines, and colon.

### Procedure:

Use an enlargement of the picture on page 26. Have learners identify the organs they know. Write the names of the internal organs on individual index cards. Say the name of the organ and place the card next to the appropriate part. After the class has practiced identifying the organs, prompt a discussion of the digestion process. Teach the function of each of the organs involved in digestion.

Write the 7 sentences at the bottom of page 26 on sentence strips. Cut the sentence strips in two. The first part will name the organ and the second will explain the function. Have learners work in pairs to match the organ with the function.

Next, ask the class what can help digestion. Write learners' comments on the board. Have the class look at the pictures on page 27 and see if they have included these points.

Finally, ask learners to tell whether the statements at the bottom of the page are true or false.

## Respiration

**Objective:** To identify the lungs.
To explain the function of the lungs.

**Procedure:**

Have students look at the picture of the lungs on page 28. Blow up a balloon and then let the air out of it to demonstrate how the lungs work. Talk about why smoking is bad for the lungs. Discuss other factors that make breathing difficult, for example, pollution and allergies.

## The Body

**Objective:** To review the organs of the human body.

**Procedure:**

Review the heart, lungs, and other organs by naming them and having the learners point to the appropriate parts on page 29. Ask pairs to practice identifying the organs. Have one partner point while the other partner names the organ.

When you are sure that the class is familiar with the organs and their names, have them fill in the blanks with the words that identify the organs.

**Additional Activity:**

Bring an old white t-shirt into class. Give the class markers and have them draw the internal organs on the shirt. Learners can take turns wearing the shirt while a partner points out the organs and asks the class to identify them  You can use the shirt later to review or to talk about diseases that damage these organs.

## Three Bean Salad

1 10-ounce can red kidney beans
1 10-ounce can corn
1 10-ounce can green beans
1 10-ounce can yellow wax beans
1/2 green pepper
1 garlic clove
1 onion
1/4 cup light vegetable oil
3 tablespoons vinegar
1 teaspoon lemon juice
a pinch of salt (to taste)

1. Drain water from the canned beans and corn.
2. Combine corn and beans in a large bowl.
3. Chop onion, green pepper, and garlic into very small pieces.
4. Toss the chopped vegetables with the bean mixture.
5. Mix oil, vinegar, lemon juice, and salt in a small bowl.
6. Pour the dressing over the vegetables and toss.
7. Serve chilled. *Makes 6 Servings.*

**Notes:**

# Eat A Variety of Foods

## Vocabulary

breakfast
fats
cheese
eggs
cereal
dessert
half
minerals
donut
lunch
oil
meat
nuts
rice
snack
quarter
raw
dinner
sweets
poultry
vegetable
pasta
feel
carbohydrate
cooked
grain
milk
fish
fruit
group
awful
protein
Coke
juice
yogurt
beans
bread
serving
sausage
vitamin
french fries

## Structure

present tense
present continuous
past tense
how many/much questions

## Function

Identify food items and food groups
Give personal information about your daily routine
Ask about and state food preferences

# Lesson 3 Overview

## Eat a variety of foods.

**Objective:** To introduce the topic of food groups.

**Procedure:**

In order to introduce the topic of food groups, have the class look at the picture of the family on page 31 in the Student Book. Ask the class about the picture. Use some of the following questions, "What do you see?" "Who are they?" "Where are they?" "What food do you see?" "Is dinner the same in your country?" "What is different?"

Elicit or supply the needed vocabulary. Write the words on the board.

Ask the class if they eat the same things. Have them tell you what they eat for breakfast, lunch, and dinner. Write the names of the food on the board. (It may help to be familiar with some of the foods your class eats before you begin this lesson.) Have the class read the list of food items along with you as you point.

**Note:** Write the vocabulary words on flash cards for later use.

## Your body needs different kinds of foods.

**Objective:** To introduce the food groups.

**Procedure:**

Have the class look at the food groups on pages 32 and 33. Ask them to read or name as many of the food items as possible. Next, teach new food vocabulary and review the old by using the food picture cards provided at the end of the Teacher's Manual. These pages can be reproduced and used as playing cards or flash cards.

Write the food groups on the board as you see them listed on pages 32 and 33. Put pictures of different foods on a table. Have learners tape foods to the board under the correct food group.

Then have learners suggest foods that would be included in the different groups. Use the list of ethnic foods that the class provided in the first activity and ask them to sort the list according to groups. Some of these foods may have several ingredients which belong to different categories.

**Additional Activities:**

Ask learners to get into groups of 4 to 6. Give each group a deck of the food cards to distribute equally. Each player must take a turn and place one food card in the correct food group pile.

You may also wish to write the name of the food on the back of the picture. Learners can then match the deck with the pictures to the words on the other deck.

**Did you know that...?**

Some people believe that the tomato and avocado belong in the fruit group. Others believe that corn is a grain rather than a vegetable. Ask your class what they think?

## What do you like to eat?

**Objective:** To name favorite foods and identify the food groups to which they belong.

**Procedure:**

After you are sure that your class knows the different food groups, ask them to tell you the foods they like to eat. You can ask them to name the food groups that these foods represent.

Ask the class to look at the chart on page 34. Call attention to the shortened names for the food groups. Explain that the "grain group" includes bread, cereal, rice, and pasta. Have learners ask at least four of their classmates to name the foods in each of the food groups that they like to eat. Have the learners model the dialogue between Hong and Maria to practice asking the questions. Class members should then record the answers to their questions by either writing the word for the food or drawing a picture of it.

When the class is finished, ask individuals to report their results. Duplicate the chart on the board or on an overhead transparency and record the answers.

## Your body needs

**Objective:** To introduce the importance of proteins, carbohydrates, vitamins, minerals, and calcium in the diet.

**Procedure:**

Have learners look at page 35. Explain that it is important to eat a variety of foods in order to get proteins, carbohydrates, vitamins, minerals, calcium, and a small amount of fat. The body cannot work without these nutrients. Ask learners to look at the pictures and name the foods that have proteins, carbohydrates, etc.

**Circle these words in the label below.**

| | |
|---|---|
| **Objective:** | To recognize the vocabulary words as they appear on the nutrition facts label.<br>To identify the foods that provide protein, carbohydrates, fats, vitamins, minerals, and calcium. |

## Procedure:

Show the class the nutrition label on a cereal box or other food item. Ask learners if they have seen the nutrition facts label on other foods. Have the class read the words at the right on page 36. Next, ask them to circle those four words in the nutrition facts label. Explain that the numbers next to the words show the amount of protein, carbohydrates, fats, vitamins, minerals, and calcium.

Discuss the purpose of food labels with the class. Ask them if the label is a good idea and have them explain their answers.

## Additional Activity:

Ask the class to look for nutrition labels on the foods they eat. Have them bring some of these labels to the next class.

## Name the foods that have...

**Objective:** To identify the foods that provide protein, carbohydrates, fats, vitamins, minerals, and calcium.

**Procedure:**

Review the terms protein, carbohydrates, fats, vitamins, minerals, and calcium, and ask the learners to name foods that provide these nutrients.

**Additional Activity:**

Use the food card at the back of the Teacher's Manual to review which foods are high in protein, carbohydrates, fats, vitamins, minerals, and calcium.

## Servings

**Objective:** To teach the term "serving."

**Procedure:**

Explain that a serving is an amount of food. Show the class an example of one serving either by using the pictures on page 38 or by bringing food into class and showing one slice of bread or a 1/2 cup of rice, etc. The lesson will be more meaningful if you have on hand measuring cups and spoons and a small scale, or food models.

As you teach the servings, point out that there are abbreviations for serving sizes. Write servings and abbreviations on index cards. Be sure to use one card for the word and another for the abbreviation. Draw the various measures on the board and have the learners match the words and abbreviations to the correct pictures.

## Fill in the servings.

**Objective:** To teach common serving amounts.
To teach fractions of a cup.

**Procedure:**

To understand serving sizes it will be necessary for learners to know the words "half" and" quarter." You can demonstrate this by drawing a circle on the board and dividing it into quarters or you can use a cup measure to demonstrate. (Your class may already be familiar with a "half dollar" and a "quarter.")

Ask the learners to read the serving sizes on page 39. Next, ask them to color in the serving amount on the measuring cup or spoons. Ask individual learners to draw the amounts on the board.

**Additional Activities:**

Arrange the class in pairs and give each pair measuring spoons, cups, or a scale. Provide solids and liquids for the pairs to measure, for example, flour, sugar, beans, and water. Have one partner give a measure (for example, 2 teaspoons) while the other partner measures out the appropriate quantity.

## Food Pyramid

**Objective:** To introduce the food pyramid.

**Procedure:**

Ask the class to look at the food pyramid on page 40. Have individuals identify the various food groups. Ask learners about the shape of the picture and what it means to them. Point out that the bottom of the pyramid is larger than the top and that we are meant to eat more servings of the group at the bottom than the one at the top. Discuss the number of servings for each group and review the serving sizes from the previous page.

## What is a serving?

**Objective:** To introduce recommended serving size.
To read a chart.

**Procedure:**

Point out the top line of the serving chart on page 41. Make sure that learners can recognize the food groups. Tell the class that this chart shows the size of 1 serving for each of the food groups. Ask questions about the chart, for example, "How much is one serving of rice?" "How much is one serving of meat?"

Bring quantities of rice, dried beans, milk, and other food items into class and have learners demonstrate their understanding of the chart by using the measuring cups and the scale to measure a serving.

## What did you eat yesterday?

**Objective:** To talk about what you ate yesterday.

**Procedure:**

Demonstrate the use of the chart on the board or overhead by listing the food you ate yesterday for breakfast, lunch, dinner, and snacks. Ask learners to do the same. Learners may draw if they are unable to write the word in English.

Next, demonstrate how to list the number of servings of each food group by referring to the serving chart on page 41 and checking the boxes on page 43. (The shaded boxes show the recommended number of servings.) Monitor students while they do the same. Have individuals report to the class. Ask students to comment on whether they are eating a variety of healthy foods.

## I feel awful.

**Objective:** To review the importance of eating a variety of foods.

**Procedure:**

Ask the learners to look at each frame in the cartoon. Ask questions about the pictures first. For example: What do you see? Who are they? Where are they? How does Bob feel? What is happening? What is the problem?

Next, have the students follow along as you read the dialogue. Have the class answer the questions that follow - either in groups or as a whole class. Since this is a problem-solving activity, there are no right or wrong answers to the question, "Why does Bob feel awful?" However, after the previous discussions of food groups, students should suggest that one of the reasons Bob feels awful is because of the food he has eaten.

Have students act out the dialogue in pairs. Have them act out an ending in which Mary gives Bob advice. Finally, have learners answer the questions on page 45.

## No-Bake Chocolate Oatmeal Cookies

2-4 tablespoons cocoa
2 tablespoons oil
1 teaspoon vanilla
1 cup sugar
1/2 teaspoon salt
1/4 cup milk
1 1/2 cups oatmeal

1. Mix cocoa, sugar, milk, oil, and salt in a saucepan.
2. Boil for 3 minutes. Stir the mixture while it boils.
3. Remove from heat. Stir the oatmeal and vanilla into the mixture.
4. Place spoonfuls onto a cookie sheet or large plate.
5. The cookies are ready to eat when they are cool and hard. *Makes 2 dozen cookies.*

# Make Healthy Meals

## Vocabulary

- shopping list
- grains
- legumes
- limit
- bake
- broil
- roast
- steam
- boil
- grill
- lunch meat
- vegetable spray

## Structure

- present continuous
- present tense

## Function

- Creating a shopping list
- Identifying food groups
- Writing a menu

# Lesson 4 Overview

## Make healthy meals.

**Objective:** To introduce the concept of planning for healthy meals.

### Procedure:

Have the class look at the picture on page 47. Ask What do you see? Where is she? What is she doing? Where is she going? What do you think she needs? Be sure to introduce "shopping list." Discuss the reasons the woman is making a list. Point out that planning meals in advance can save time and money. Discuss the reasons for this.

Ask the learners about their food shopping routines. Do they make shopping lists? How often do they go to the store? What do they usually buy? Do they plan meals in advance?

### Additional Activity

As a class, write a story about the picture. Learners can make suggestions about why she is making a list and what she plans to include on it. Learners can copy the story when it is finished.

## Name the food groups.

**Objective:** To review the different food groups.

**Procedure:**

Divide the class into groups of four, mixing the more advanced learners with the less advanced. Ask each group to look at the pictures on pages 48 and 49. Direct the groups to work together to name the various food groups. Each learner must match the food categories to the pictures and write the group on the lines provided. When the class has finished, review the answers by writing them on the board.

Next, give each group a number. Then give each group member a number from one to four. Tell the students you will ask a question about the number of servings for each food group. Tell them that you will pick a number out of a hat for the group and then another number for a group member. Each group member is responsible for knowing the answer and making sure that all the other group members know the correct answer as well. The group will get a point if the member answers correctly. When the learners understand the rules, ask the first question. (For example, "How many servings of the meat group should we eat each day?") Make sure the learners have time to confer. Pick a group number and then a group member number. If the learner answers correctly ("two to three servings"), the team gets a point.

## Plan a healthy meal.

**Objective:** To plan a meal that uses all of the food groups.

**Procedure:**

Have the class look at the top picture of a meal on page 50. Ask if all of the food groups are represented in the meal. They are. Ask the learners which foods in the picture correspond to the food groups. Next, have teams plan a meal that they would like to serve using all of the food groups. Learners can either draw or write the foods on the empty dishes in the second illustration.

When the groups have finished their meal planning, ask a spokesperson from each group to describe the meal they would serve. Ask the rest of the class if all of the food groups were included.

**Additional Activity:**

Ask the groups to plan a breakfast or lunch that includes all of the food groups. Or ask them to plan a meal for a children's birthday party or other special occasion. If possible, have the groups plan for a class dinner.

## Better Than Meat

**Objective:** To understand that combinations of grains and legumes provide the same nutrition as the meat group.

**Procedure:**

Write "2 + 2 =" on the board and ask the learners for the answer. Have the class tell you what the "+" symbol means and what the "=" symbol means.

Write the word "grain" on the board and show the class a picture of grains or examples of real grains, including rice, beans, popcorn, and tortillas.

Write the word "legume" on the board and show the class either a picture of legumes or a variety of real legumes, including beans, peanuts, and peanut butter.

Next, write the "grains + legumes = meat" and explain that when we eat grains and legumes together we get the same amount of protein that we get from the meat group. Ask the learners to look at page 51 and identify the grains and legumes that they see. Ask if anyone eats this combination and how they prepare it. Have groups brainstorm to come up with dishes that are combinations of a grain and a legume.

## Which is healthier for you?

**Objective:** To practice choosing healthy foods.

**Procedure:**

Make two columns on the board. At the top of the first column write "unhealthy" and at the top of the second column write "healthy". Ask learners to name foods or food ingredients that are not good for the body. For example: fat, sodium, caffeine, etc. Next, ask the class to name attributes of healthy foods, i.e., low-fat and high-fiber.

Have pairs work together to choose the healthier foods on pages 52 and 53. For example, is a corn tortilla healthier than a flour tortilla? The corn tortilla is healthier because it has more fiber and does not contain lard or oil. It also contains calcium which is good for your bones. Discuss the choices that learners have made.

## Cook foods the healthy way.

**Objective:** To introduce healthy cooking methods.

**Procedure:**

Ask learners how they usually cook their foods. As they describe these methods, list them on the board. Have the class look at pages 54 and 55 to find the cooking methods they use. Ask learners why frying is not included. Suggest that frying can be healthy only if one uses a small amount of oil or vegetable spray.

After you have taught the various cooking methods on pages 54 and 55, name a method and have learners point to the appropriate picture. Discuss what types of food are good baked and which ones are better grilled.

## Cook with less salt.

**Objective:** To introduce ways to limit salt.

**Procedure:**

Ask learners to suggest ways to cut down on salt in cooking. Make a list of foods and additives that are already high in sodium. Check your list against foods that are mentioned on page 56.

Suggest that spices can replace salt in cooking. Bring samples of different herbs and spices into the class. Ask learners to identify them by smelling and tasting. Teach the English name for the various spices. Prompt a discussion of how learners use these ingredients in cooking. Ask which spices they use with meats, fish, or vegetables.

Next, ask the class to look at the chart on page 57 and read the spice names across the top of the chart. Also ask them to look at the list of foods. Have learners practice reading the chart by asking them which spice can be used with certain foods. Have learners add other spices and foods to this list.

85

84

Also, bring in cans of "low-salt" soups and sauces to show the class. Have learners suggest recipes in which they can substitute these products.

## Cook with less fat.

**Objective:** To introduce low-fat ways to prepare foods.

**Procedure:**

Ask the learners to suggest methods of preparing foods that limit fat. Write these suggestions on the board. Have the class look at pages 58 and 59 and discuss the pictures. Read the sentences next to the pictures.

## The Price of a Healthy Meal

**Objective:** To recognize that food that is less expensive and more convenient is not always the healthiest choice.

**Procedure:**

Ask the learners to look at each frame in the cartoon on page 60. Ask questions about the pictures first. For example: What do you see? Who is he? Where is he? What is happening? Why does he have money in his hand? Why is he scratching his head?

Next, ask the learners if there is a problem and what the problem is? The problem is that the man isn't sure whether to buy the cheaper hot dogs or the more expensive, but healthier, sandwich. Find out if learners have faced this problem too. Lead students in a discussion of whether healthy food always costs more.

**Finally, ask learners what choices the man has. Is the choice between the turkey sandwich and the hot dog or are there other options? Which food would be healthier and why? Since this is a problem-solving activity, there are no right or wrong answers. After the discussion, ask the class to answer the questions on page 61.**

## Banana Milkshake

1/3 cup of nonfat dry milk
1 cup of water
1 banana
1/2 teaspoon vanilla

1. Mash the banana well.
2. Add milk, water, and vanilla and blend with a beater or shake in a jar.
3. Serve immediately or refrigerate and serve later. *Makes 1 serving.*

# Keep Foods Safe

## Vocabulary

- can
- bottle
- box
- jar
- bag
- canned
- frozen
- fresh
- expiration date
- cooked
- temperature
- Fahrenheit
- countertops
- cutting board
- thaw
- completely
- raw
- leftovers
- fly/flies
- roach/roaches
- garbage
- pests
- refrigerator
- freezer
- utensils

## Structure

- present tense
- adverbs of frequency

## Function

- Identifying food packaging
- Following written directions
- Reading a thermometer
- Finding an expiration date
- Reading a chart

# Lesson 5 Overview

## Keep foods safe.

**Objective:** To introduce the topic of food safety.

**Procedure:**

Have learners turn to the picture on page 63. Ask "What do you see?" "What room is this?" "Would you like to eat in this kitchen?" "Why not?" List all of the comments on the board. Ask for suggestions on how to make the kitchen clean. Make sure the suggestions include "put leftovers away," "wash dishes," and "empty the garbage." Ask if this kitchen could be unhealthy and have learners explain their responses.

Write a class story about this picture.

## Containers

**Objective:** To teach the vocabulary of common food containers.

**Procedure:**

Place real containers of food on a table in front of the classroom. Give each container a number. Ask learners if they can name the containers. Place an index card with the name next to the container. Have the class practice saying the names. Remove the containers and see if they can identify the words. (**Note:** If you are using a survival English text, your class may already know this vocabulary. Use these pages as review only.) Have learners turn to page 64. Ask them to identify the containers that are pictured.

Ask learners how food is packaged in their countries. Point out the pictures at the top of page 65 and explain that the same food item can be either canned, frozen, or fresh. Discuss which tastes better and which is more nutritious.

Next ask them to follow the directions on pages 65 and 66. Read the directions aloud for those who are having difficulty. Correct the exercise together.

## Expiration Date

**Objective:** To teach the use of expiration dates.

**Procedure:**

Bring in containers of milk, eggs, meat, or other products that carry an expiration date. Have learners find the dates on these products. Discuss the meaning of these dates. Find out if anyone in the class has bought or kept food after the expiration date and have them describe how it tasted or smelled. (**Note:** You may also want to explain the difference between "use by" and "sell by.")

Have learners turn to page 67 and read the labels. Next, ask them to circle the expiration dates. Find out if learners have seen expiration dates on food products in their countries.

## How long can you keep food?

**Objective:** To introduce the concept of shelf-life and food storage.
To give practice in reading charts.

**Procedure:**

Before beginning this lesson, you may need to review day, month, and year. The calendar at the top of page 68 should help. Be sure that the class understands the difference between canned, fresh, and frozen. Bring samples into class if necessary. Ask learners where they keep the food they buy. Ask which items they put into the refrigerator or freezer and which they place on a shelf.

On the board write the words Foods, Shelf, Refrigerator, and Freezer. As learners answer the above questions, record the name of the food in the Foods column and place a check under the proper storage place.

Then find out what learners do with cooked food that is left over from a meal. Ask them if food can be stored forever. Ask which foods will "keep" longer - fresh, frozen, or canned (unopened). Have learners guess how long certain foods will last.

Have the class turn to page 68 again. Read the chart with the class. Tell the class you will read statements about the chart and that they must give you a "thumbs up" sign if it is true or a "thumbs down" sign if it is false. Have the class look at the chart while you read the statements on page 69.

Next, have learners work in pairs to complete the exercise on page 69.

## Refrigerator Temperature

**Objective:** To teach the proper inside temperatures for a refrigerator and freezer.

**Procedure:**

Find out how the learners in your class refer to temperature. They will probably use the centigrade scale. Show them how one system relates to the other by drawing a picture of a thermometer with Celsius markings on one side and Fahrenheit on the other. Mark off the freezing point on the thermometer (0 C or 32 F).

Next, have the class guess at what temperature to set a freezer. The answer is 0 F. Point out that the refrigerator section should be kept at 40 F. Ask learners to turn to the illustration on page 70. Provided that all of the learners have refrigerators with temperature dials, have them check the temperature settings for homework.

## Don't get sick.

**Objective:** To teach food safety.

**Procedure:**

Find out if learners have ever gotten sick from the food they ate, either at home or in a restaurant. Ask if they know why the food made them sick. Prompt a discussion of ways in which food can be contaminated or improperly cooked. Have learners suggest ways to keep food safe.

Ask the class to look at pages 71 through 73. Discuss the pictures and the text next to the pictures. Ask if learners have any additional safety tips.

**Additional Activities:**

The Department of Health in your town may deliver prepared lectures on food hygiene. They often have slides and specimens that show the growth of bacteria on food. Your class may not understand a lecture in English, but they might be interested in the slides and specimens.

## Keep your hands and utensils clean.

**Objective:** To introduce proper food preparation hygiene.

**Procedure:**

Ask learners what they do before they prepare food to eat. Prompt a discussion of dish-washing and drying to find out what they recommend regarding hygiene. Next, have the class turn to pages 74 and 75.

## Keep pests away.

**Objective:** To introduce ways to control pests.

**Procedure:**

Write the word "pest" on the board and explain the meaning to the class. Have learners name the pests they know. Discuss ways to keep pests away from the house and especially the kitchen. Next, have learners turn to page 76 for other suggestions on pest control.

## Make a check under your answer.

**Objective:** To review hygiene related to food preparation and storage.
To practice using always, sometimes, and never.

**Procedure:**

First, read through the seven questions on page 77 to make sure that the learners understand the questions. Next, review the adverbs always, sometimes, and never. Have the learners answer these questions by placing a check in one of the columns. Encourage them to answer honestly. Do not ask how learners answered. You may want to make a transparency of this chart and answer the questions yourself before assigning this task.

## Fruit Lover's Popsicles

1 cup nonfat dry milk
5 cups cold water
1 12-ounce can frozen unsweetened orange juice

1. Mix water with milk powder.
2. Add frozen juice.
3. Blend in blender or stir well to blend.
4. Pour into paper cups.
5. Cover each paper cup with a square of foil.
6. Use a knife to make a slit in the center of each foil top.
7. Push a wooden popsicle stick through the hole and into the juice mixture.
8. Put the popsicles in the freezer for about 6 hours or until firm.
9. Remove the popsicle from the freezer. Let stand for about 5 minutes.
10. Peel off the foil and the paper cup and serve. *Makes 14 servings.*

# Be a Smart Shopper

## Vocabulary

advertisement
cookbook
coupon
menu
specials
poultry
produce
cheap
expensive
unit price
brand
nutrition facts
save
bakery

## Structure

present progressive
present tense

## Function

Make a shopping list
Read supermarket ads
Find the unit price
Read a nutrition label
Read a coupon

# Lesson 6 Overview

## Be a smart shopper.

**Objective:** To introduce money-saving ways to shop for food.

**Procedure:**

Have learners look at the picture on page 79. Ask "What do you see?" "What's on the table?" "What are they doing?" "Why?" Write any new vocabulary on the board. Be sure to include "coupon," "cookbook," and "newspaper advertisement." Have examples of these in class. Point out the food pyramid.

Ask learners if they prepare a shopping list. Discuss planning what to buy before going to the store. Talk about the ways this can save money.

## Look for specials.

**Objective:** To introduce the concept of supermarket specials.

**Procedure:**

Explain that a "special" is a "sale" and that the price for an item is lower than it usually is. Find out if learners ever look for specials at the supermarket. Ask if they have seen specials in the newspaper. Be sure to have examples from supermarket fliers and from your local newspaper. Use a copy of a single ad and talk about the information that is listed—the name of the item, the weight or quantity, and the price.

Ask the class to look at pages 80 and 81. Have learners locate the general classifications - meat and poultry, produce, bakery, and frozen foods. Ask them to point to the appropriate picture as you read the item name. Next, ask questions about the price of the items. Ask if they think the prices are cheap or expensive. Ask where everyone shops and why. Do they shop in the stores with the best prices, the best quality, do people in the store speak their language?

Arrange the class in pairs and have them answer the questions on page 81. When everyone has finished, correct the questions together. (**Note:** If you have covered this topic already, either skip these pages or do them as a review.)

## Find the unit price.

**Objective:** To introduce the concept of unit price.

**Procedure:**

Have learners look at the **S & W Tomatoes** label on page 82. Point out the brand name of the food. Ask what brands the learners know. List these brands on the board. Ask questions about the price, amount, and unit price. Explain that the unit price is the price per quantity. Answer the questions at the bottom of the page together.

Next, have the learners look at the two labels on page 83. Ask questions about the brand names, the prices, and the quantities. Arrange your class in groups of four. Have the groups decide which brand costs more and why. Discuss their answers.

## Read the nutrition label.

**Objective:** To find the serving size, calories, fat, protein, fiber, and sodium on a nutrition label.

**Procedure:**

Write the following words on the board: serving size, calories, total fat, protein, sodium, and fiber. As you write each one, be sure that the learners can explain or give examples of them. You may have to refer the class to previous chapters for examples. Bring a can of tuna into class and point out the nutrition facts on the can. Next, ask the learners to look at the nutrition label on page 84 and have them circle the words on the label. Ask questions about the serving size, calories, fat, protein, sodium, and fiber.

Divide the class into pairs and have them answer the questions on page 85.

## Save coupons.

**Objective:** To introduce the use of coupons.

**Procedure:**

Bring in coupons that you have received in the mail or through newspaper supplements. Pass these around the class and find out if the learners know what they are and how they are used. Find out if anyone in class has seen or used coupons before. Ask them to describe what they can see or read on the label. Write their comments on the board.

Have the learners look at the coupons on pages 86 and 87. Explain that coupons can help save money on items at the supermarket. Ask questions about the coupons in the Student Book and point out the expiration date and money saved. Find out if the learners would buy these items and if they would use these coupons.

Finally, answer the questions on pages 86 and 87 in pairs.

## Do coupons always save money?

**Objective:** To evaluate the use of coupons.

**Procedure:**

Ask learners if they think coupons can always save money. Have the class look at the two products on the top of page 88. Answer the questions on the page together. Compare prices with and without the coupon. Find out which costs more by dividing the price by the weight.

**Additional Activity:**

Have the learners bring in coupons to swap with their classmates. Compile a coupon file.

## Advertising

Objective: To introduce media selling techniques.

**Procedure:**

Have learners look at the picture on page 89. Ask learners if their children ever want them to buy the things they see on television. Talk about how television sells products by using celebrities, contests, and other gimmicks. Finally, discuss what prompts learners to try new products. Is it television, word-of-mouth, or the package design?

**Additional Activity:**

Ask learners to draw advertisements for food products. Have them use at least one selling technique.

## Are you a smart shopper?

**Objective:** To introduce money-saving shopping tips.

**Procedure:**

Ask learners if they are good shoppers. Ask them how they save money when they shop. Write suggestions on the board. Have them look at pages 90 and 91 for more money-saving suggestions. Ask the class to look at the picture first and then read the suggestion next to it. Add these suggestions to the list you began with the class. Discuss why these tips save money. Find out if your class agrees with these suggestions.

## Joan is giving a dinner party.

**Objective:** To make a shopping list based on a dinner menu.

### Procedure:

Have learners look at the picture on page 92. Ask "What do you see?" "Who are they?" "Why are the couple at Joan's house?" "What's for dinner?"

Ask the learners if they have friends over for dinner. Ask what they like to serve. Ask what they do before the dinner.

Next, have learners work in pairs to plan a dinner menu. They can write the menu in the space provided on page 93 or just report it to the class. Be sure the pairs can answer the questions about whether their dinner is high or low in fat, fiber, and sodium.

When they have finished planning the dinner, ask them to decide what they must buy. Ask the pairs to make a shopping list to take to the supermarket. (**Note:** Learners may suggest a menu that includes ethnic dishes with which you are not familiar. This is a good opportunity to have another class discussion about ethnic foods and ingredients. Attempt to find out the English name for these ingredients.)

### Additional Activity:

Arrange a field trip to a local supermarket. Before you go, have pairs use their shopping lists from the beginning of the lesson and try to find specials. Also look for coupons to use. When they arrive at the store have them find the best price for each of the items on their lists.

## Macaroni Salad

2 cups cooked macaroni
1/4 cup sliced celery
1/4 cup chopped carrot
2 tablespoons chopped onion
1 tablespoon mayonnaise
1 teaspoon vinegar
1 teaspoon mustard
1/8 teaspoon pepper

1. Cook macaroni.
2. Slice celery.
3. Chop carrot and onion
4. Mix macaroni, celery, carrot, and onion in a large bowl.
5. Mix mayonnaise, vinegar, mustard, and pepper in a small bowl.
6. Stir mayonnaise mixture into macaroni. Mix well. Chill. *Makes 4 servings.*

# Eat Well and Stay Healthy

## Vocabulary

high blood pressure
milligrams
salty
heart disease
diabetes
cancer
cells
raw
cabbage
nitrite-cured

## Structure

adverbs of frequency
present tense

## Function

Responding to questions
Reading a chart
Talking about nutrition- related diseases

# Lesson 7 Overview

## Eat well and stay healthy.

| | |
|---|---|
| **Objective:** | To introduce the topic of eating well in order to prevent certain nutrition-related diseases. |

**Procedure:**

Ask learners to look at the picture on page 95. Prompt discussion by asking "What do you see?" "Where are they?" "Who are they?" "How old do you think they are?" "What are they going to eat?' "Does the baby eat the same foods as the grandmother or father?" Point out that we can all eat healthy foods at any age.

Next, ask the learners if eating certain foods can keep us healthy. Ask if there are foods that can make us ill. Write the comments on the board.

## Do you eat well?

**Objective:** To review the healthy practices from Lesson 1.

**Procedure:**

Ask the learners if they remember the ten healthy practices from Lesson 1. Write these on the board as the class recalls them. Prompt when necessary. Then have the learners turn to the chart on page 96. Have the class read the questions along with you. Next, ask the learners to answer the questions individually by placing a check in the appropriate column.

**Additional Activity:**

Take a poll to find out how many in the class smoke, exercise, drink coffee or alcohol. Have learners ask these questions of each person in the class and record the results on a chart. Record the final results on the board and discuss. Break the results down to see how many women versus men smoke, exercise, etc.

## Eating well can help us stay healthy.

Objective: To introduce nutrition-related diseases.

**Procedure:**

Explain to the class that, although research is inconclusive, there are at least four diseases that may be partly caused by what we eat. Stress that these diseases are caused by other factors too. Write the words, "high blood pressure," "heart disease," "diabetes," and "cancer" on the board, and ask the learners if they have heard of these diseases. Next, have the class read page 97 with you.

## High Blood Pressure

**Objective:** To introduce high blood pressure and the eating habits that can contribute to it.

**Procedure:**

Ask learners to look at the picture on page 98 and find out if they know what is happening. Say that this man is having his blood pressure taken. Explain that blood pressure is how hard your heart has to work to pump blood through your body. Also explain that, if you have high blood pressure, your veins and arteries become narrow. This makes it difficult for the heart to push the blood through.

Demonstrate the difficulty of the blood passing through a narrow artery by asking students to sip water through a regular straw and then a plastic coffee stirrer. Point out that sodium can make arteries and veins smaller.

Prompt a discussion of who likes salt. Read the text on page 98 along with your class. Be sure to stress that we only need 1/4 teaspoon (500 milligrams) of sodium a day, but most people consume about 2400 milligrams daily.

Ask the class to name foods that are salty. Write these on the board. Have learners look at the chart on page 99 to see how many milligrams of sodium certain foods contain. Check the list of other foods that are high in sodium and see if these are the foods the class named. Suggest that learners buy food labeled "low salt" in order to avoid sodium.

## Heart Disease

**Objective:** To introduce heart disease and the eating habits that can contribute to it.

**Procedure:**

Find out if the learners know what heart disease is. Act out having a heart attack if necessary. Use the picture of the heart and the narrow arteries from Lesson 2 to explain heart disease. Ask the class what we can do to keep the heart healthy. Write suggestions on the board.

Have the class look at pages 100 and 101 to find out how we can take care of our hearts and avoid heart disease.

## Diabetes

**Objective:** To introduce diabetes and the eating habits that can contribute to it.

**Procedure:**

Find out if the learners know what diabetes is. Explain that diabetes means that there is too much sugar in the blood. Have the class look at pages 102 and 103 for suggestions on how to avoid diabetes.

## Cancer

**Objective:** To introduce cancer and the eating habits that may contribute to it.

**Procedure:**

Find out if the learners know what cancer is. Explain that cancer causes cells to grow too rapidly. Point out that doctors say that good eating habits can help prevent cancer. Several of these suggestions are found under the

"10 healthy practices" in Lesson 1. Also mention that Vitamins A and C may be important in preventing cancer as are vegetables from the cabbage family. Have learners turn to pages 104 and 105 to find suggestions on avoiding cancer.

## Additional Activities:

Ask a nutritionist to visit your class and talk about food and the prevention of illness. Be sure to get your class ready for the visit by having them prepare questions they want to ask.

### Fruit with Yogurt Dip

8 ounces vanilla nonfat yogurt
8 ounces strawberry nonfat yogurt
cinnamon
1 banana
1 pint of strawberries
2 apples

1. Mix vanilla yogurt with strawberry yogurt in a bowl.
2. Sprinkle the yogurt with cinnamon.
3. Slice the banana lengthwise and in half.
4. Remove the stems from the strawberries.
5. Cut the apples into wedges.
6. Place the fruit around the bowl of yogurt.
7. Dip the fruit into the yogurt and eat. *Makes 4 servings.*

# Get the Help You Need

## Needs Assessment:

Lesson 8 contains information on eating during pregnancy and feeding infants and children. This lesson also suggests ways to obtain public assistance for food, for example, WIC and U.S. Food Stamps. This information may not be of importance to the learners in your class. Before teaching this lesson, perform a needs assessment to find out the following:

1. Are there any pregnant women in the class?
2. Does anyone in your class have a pregnant spouse?
3. How many of the learners have infants or small children?
4. Does anyone in your class need financial assistance* in order to buy food?

Depending on the results of your needs assessment, you may decide to teach the entire lesson or only a section of it. If no one in your class has need of this information, omit this lesson.

***Note:** Recipients of Food Stamps must be U.S. citizens or permanent residents; however, this is not a requirement for the WIC program.

# Get the Help You Need

## Vocabulary

- pregnant
- iron
- calcium
- drugs
- medicine
- chemicals
- x-rays
- immunize
- breastfeed
- solid
- mashed
- baby formula
- application
- interview
- Department of Social Services
- Department of Health
- food bank
- soup kitchen
- community group

## Structure

- present tense
- questions - present tense

## Function

- Giving advice
- Finding addresses and telephone number from a directory

# Lesson 8 Overview

## Get the help you need.

**Objective:** To introduce the topic of obtaining financial assistance to buy food.

**Procedure:**

Ask the learners to look at the picture on page 107. Ask questions about the picture, for example, "What do you see?" " Where are they?" "What are they doing?" Ask why the woman in the foreground is buying fewer items than the woman in the background. Suggest that the woman with the three children doesn't have enough money to buy all the food her family needs. Discuss this problem with your class. Ask learners to suggest ways that she can get help to pay for food.

## Pregnant women must eat well.

**Objective:** To introduce the topic of eating well during pregnancy.

**Procedure:**

Prompt a discussion by asking learners if there are certain foods that they eat during pregnancy. Write the list on the board. It is important that foods containing iron and calcium are on this list. Some foods containing iron are dried peas, beans, lentils, liver, and peanut butter. Some foods that contain calcium are milk, cheese, and yogurt. Have the class look at page 108 and ask them to read the sentences along with you. Compare the list on the board to the suggestions in the book. Discuss the reasons it is important to eat well during pregnancy.

## For a Healthy Baby

**Objective:** To introduce activities to avoid during pregnancy.

**Procedure:**

After you have had a discussion of what to do during pregnancy, discuss what not to do. Again, ask your class to generate a list. Ask your class to turn to page 109 and look at the pictures and text. Discuss the reasons for not smoking, avoiding alcohol, etc.

Finally, discuss immunization. Remind learners that it is important to immunize their children. Discuss the reasons for this and talk about the consequences of failing to immunize. Ask if immunization is important in their countries. Were they immunized as children?

## Feeding Your Baby

**Objective:** To introduce information on feeding infants.

**Procedure:**

In a column on the board write "0-6 months," "6-7 months," "8-12 months," and "after 12 months." Ask learners if they feed a month-old baby the same food as a year-old infant. Prompt a discussion of the differences. This may be a good opportunity to talk about who has responsibility for feeding the children. Does the father share this responsibility? Talk about cultural differences regarding child-rearing.

Next, ask the learners to look at page 110. Have them identify the pictures and read the text with you. Discuss whether commercial baby food is as good as home-made mashed and strained foods.

## Feeding Your Child

**Objective:** To introduce information on feeding children.

**Procedure:**

Discuss with your class the difficulty of getting children to eat healthy foods. Discuss which foods children like and don't like. Have learners look at page 111. Ask them to look at the top picture and decide whether all of the food groups are represented. Stress that children need foods from each of the food groups too.

Talk about children's eating habits. Do they eat a little or a lot at mealtime? Are they hungry between meals? Have the class look at the second and third pictures on page 111. Discuss serving sizes for children and the importance of healthy snacks. Have learners suggest some ideas for healthy snacks. These snacks should not include the foods that are bad for teeth.

## Can you get help from WIC?

**Objective:** To introduce information about the Women, Infants, and Children (WIC) Program.

**Procedure:**

Ask if anyone in your class has heard of WIC. Explain that it is a government program that gives pregnant women help in buying food for themselves and for children under 5 years of age. Have learners look at page 112 in the Student Book. Explain that the picture at the top of the page is a WIC coupon for food.

Ask learners to circle their answers to the following questions. If individuals answer yes to the first or second question and any of the other questions, they might be eligible for the WIC program. If they think they are, they should go to the WIC office for an application and an interview.

**Additional information about WIC:**

To find out if you are eligible for WIC, contact the office by phone, mail, or visit. The staff will decide if you are eligible by looking at income, residency (not citizenship or permanent residency), age of child and whether or not you are, or recently were, pregnant. If you are eligible, a certification appointment will be scheduled to find out if you have a health or nutritional need that qualifies you for the WIC program. If you or your children qualify, you will return once every two months to pick up your WIC food checks and to participate in nutrition education whenever possible. After six months in most cases another certification appointment will be made to see if you or your children still qualify. If the WIC program does not have enough funds to serve everyone who is eligible, it provides services to those who need it most. Those with the highest need are pregnant women and infants with nutrition-related medical conditions.

## WIC gives and WIC checks can buy

**Objective:** To introduce information about the Women, Infants, and Children (WIC) Program.

### Procedure:

Have the class look at pages 113 through 115 to learn about the services and the food that the WIC Program provides.

### Additional Activity:

Invite a WIC nutritionist to your class to talk about the program. You may be able to find a nutritionist who can speak the language of the learners.

## U.S. Government Food Stamps can help you buy food.

**Objective:** To introduce information about the U.S. Government Food Stamps Program.

### Procedure:

Introduce Food Stamps by saying that there is another program that provides money for food if you are a citizen or if you have a green card. Have learners turn to pages 116 and 117 to find out what Food Stamps can and cannot buy. Discuss why Food Stamps will not pay for the items on page 117.

### Additional information about Food Stamps:

The Food Stamp Program helps low-income people buy the food they need for good health. You may be able to get food stamps if you: work for low wages, are unemployed or work part-time, receive welfare or other assistance payments, are elderly or disabled and live on a small income, or are homeless. Only U.S. citizens, legally permanent aliens, and certain other legal aliens may qualify. If some members of your household do not meet the citizenship or alien requirements, those who do may be able to get Food Stamps.

## Can Sung get Food Stamps?

**Objective:** To learn about some of the eligibility requirements for the Food Stamp Program.

**Procedure:**

Ask the learners to read the story about Sung at the top of the page or read the passage aloud with them. Ask questions about Sung's problems. Have the class suggest some solutions for Sung.

Next, ask the class to decide whether Sung is eligible for Food Stamps. What must he do in order to get them? Find out if your class knows where to find the Social Services Department.

## Churches and Community Groups

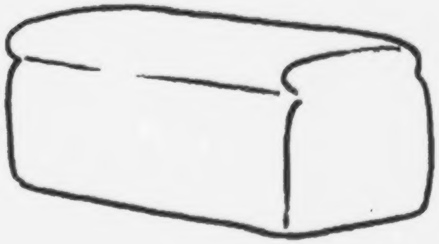
**Objective:** To introduce information about food programs.

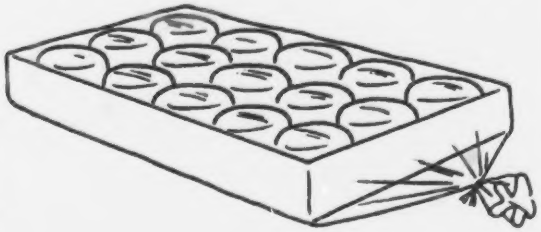
**Procedure:**

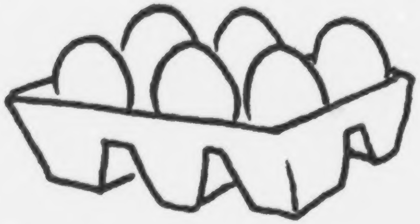
Ask the class if they know of other places where people who have little money can get food. Make a list on the board. Have the learners look at page 119 for additional suggestions. Add to the list the Departments of Health and Social Services.

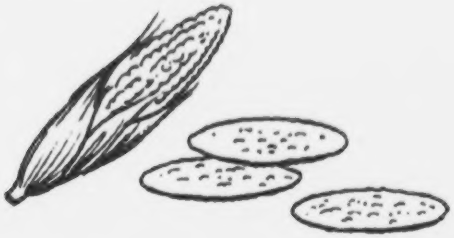
Next, distribute telephone directories to pairs and ask them to find the telephone numbers for the agencies that are listed on the board. Have them copy this information in the space provided on page 120. They can also include the numbers for the poison control center and the police.

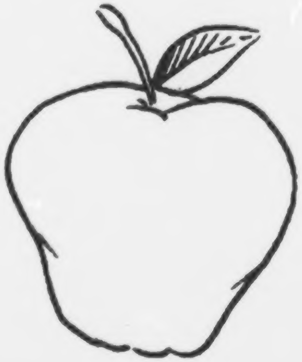
## Write your own recipe.

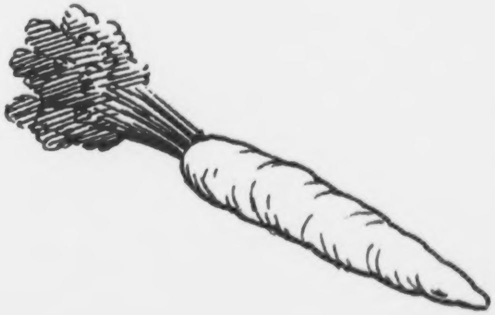


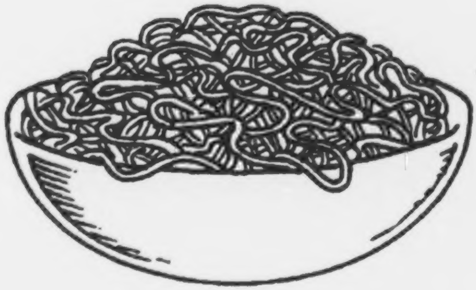


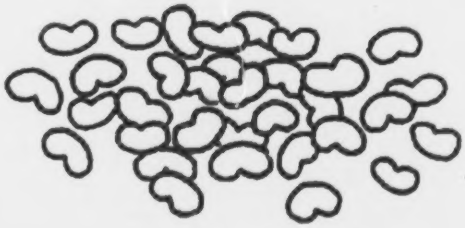


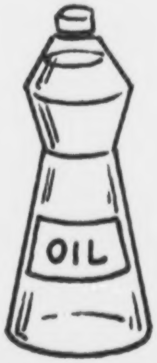








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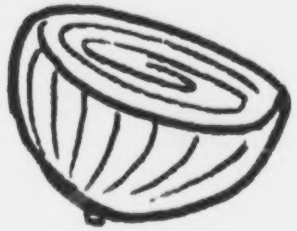

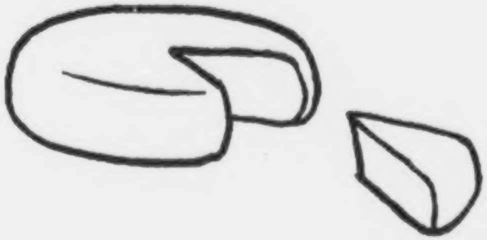

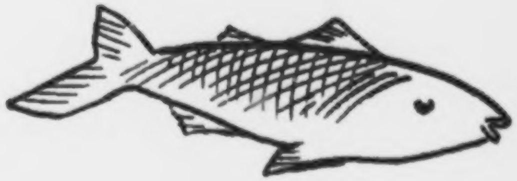

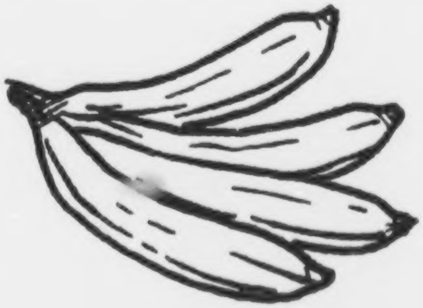

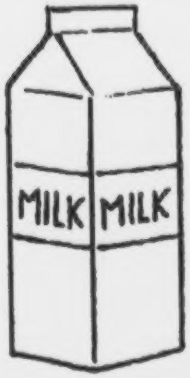
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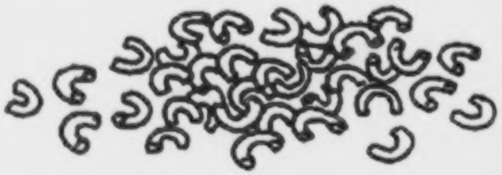

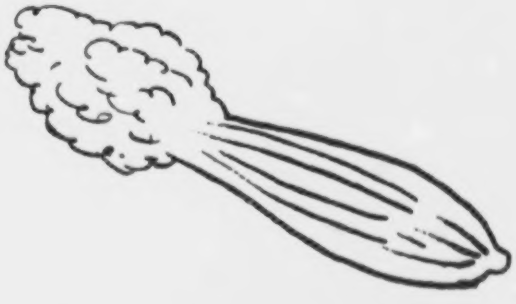

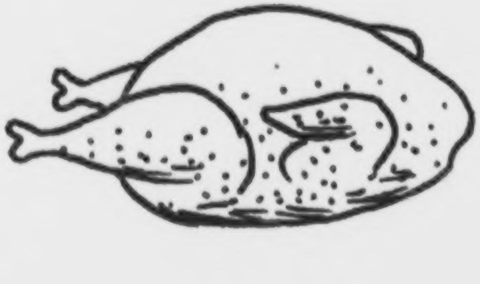

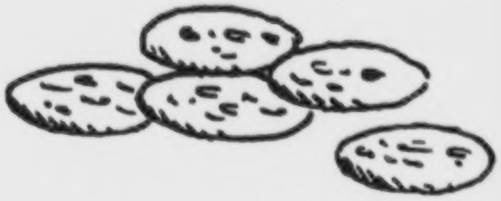

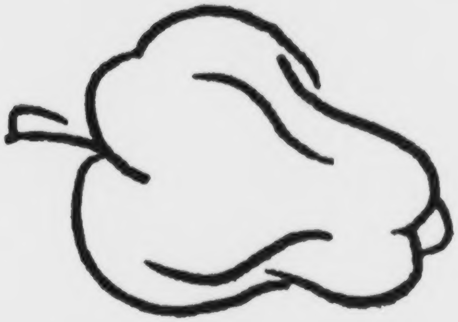

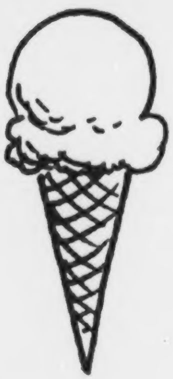

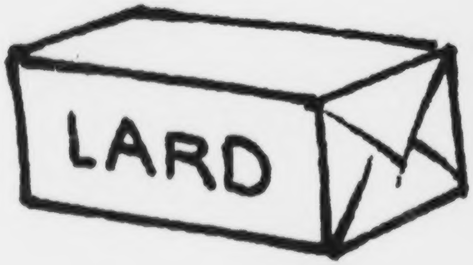
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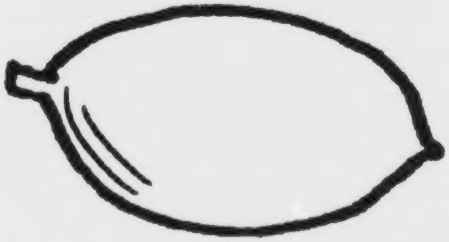

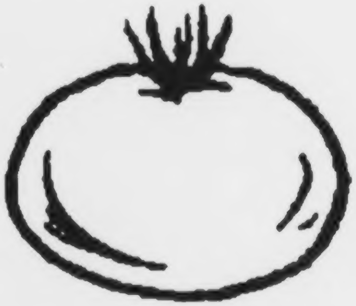

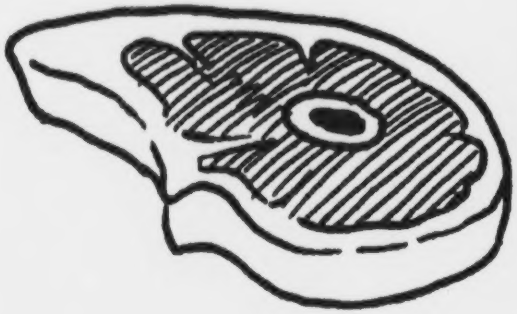

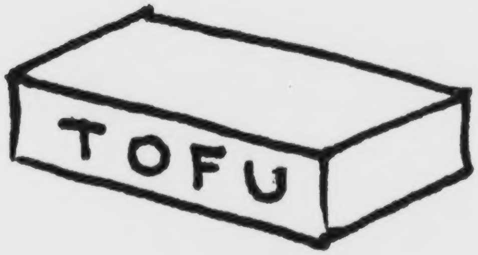
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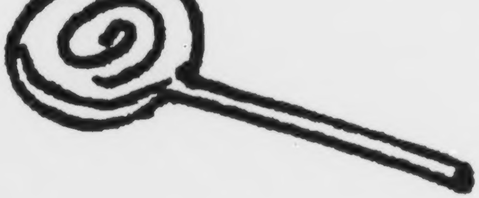

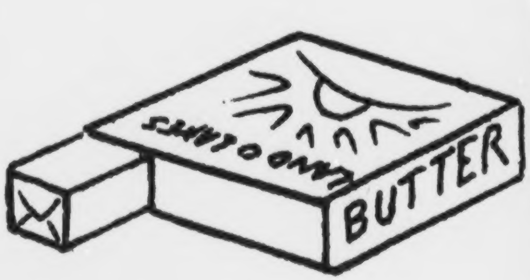
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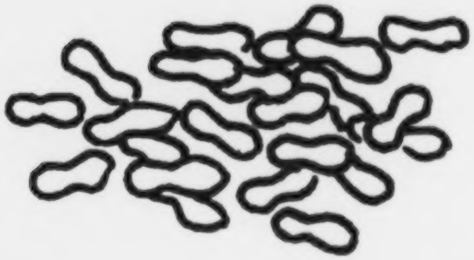

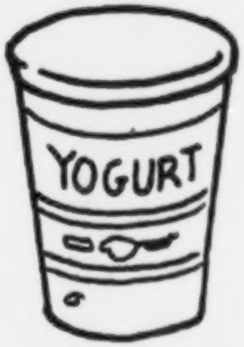
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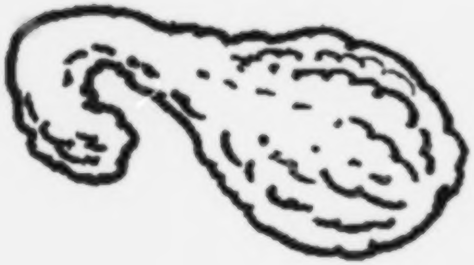

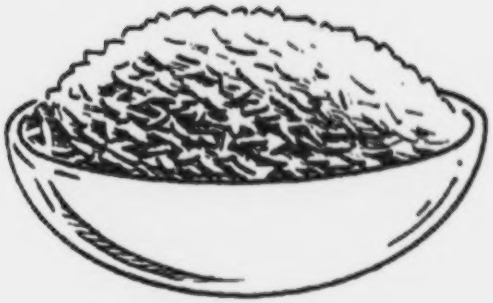

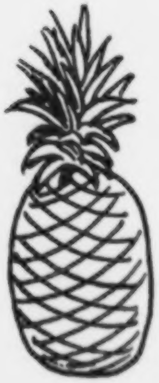

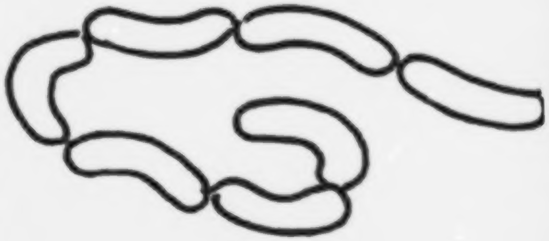

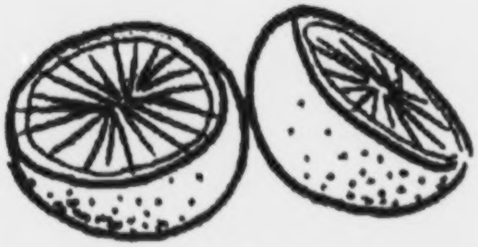

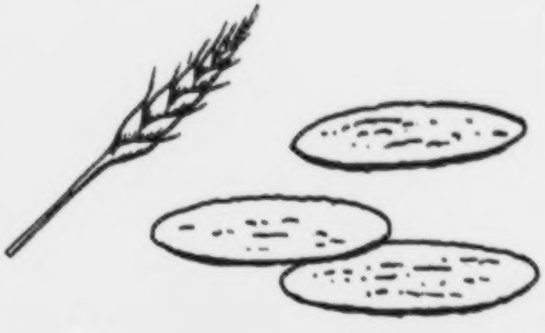

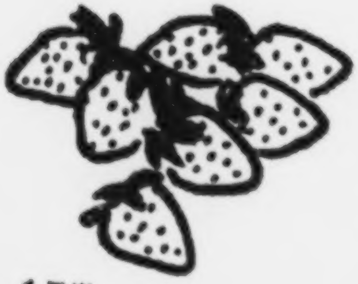

# A Taste of English

## A Nutrition Workbook for Adult ESL Students

## Student Workbook

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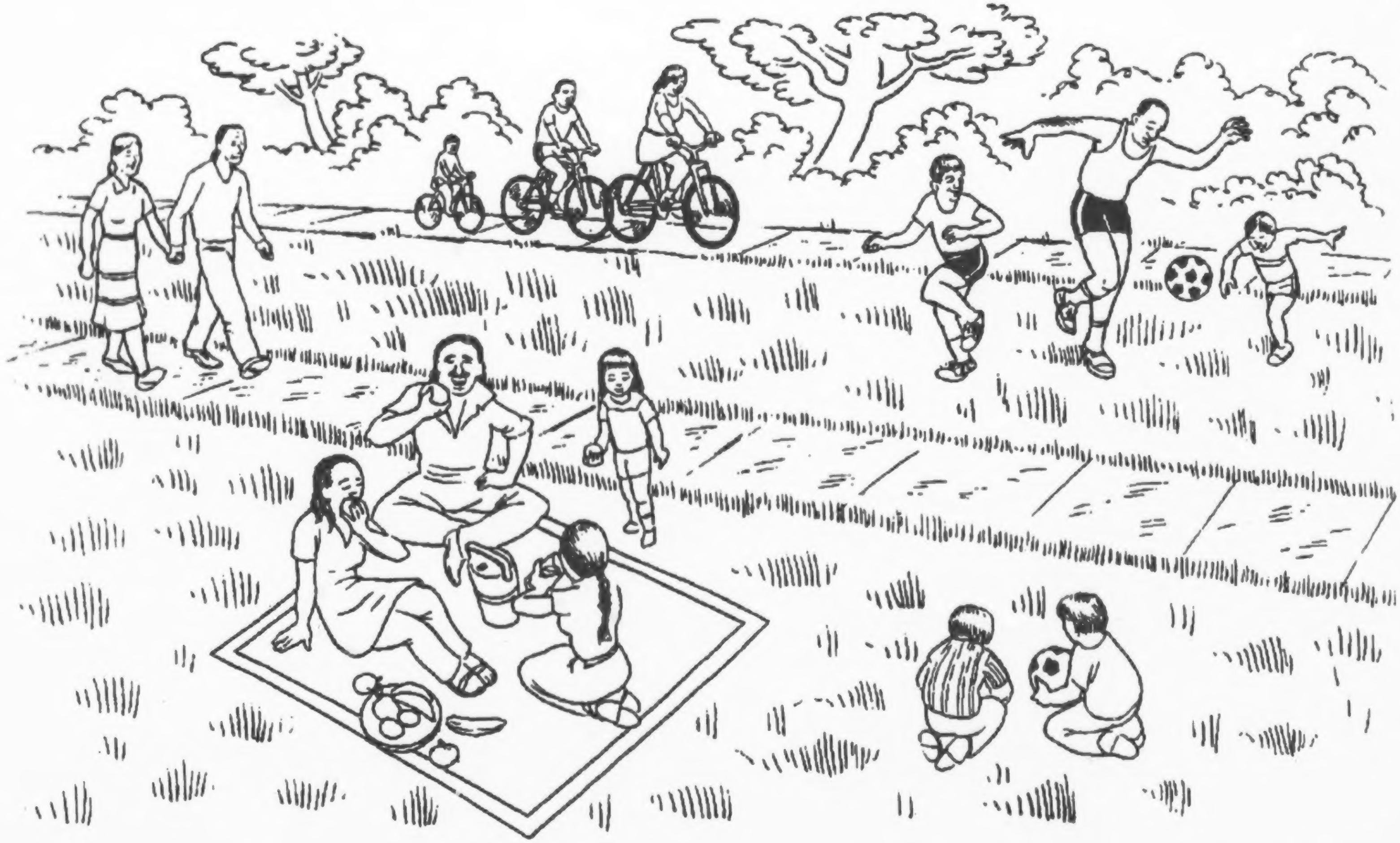
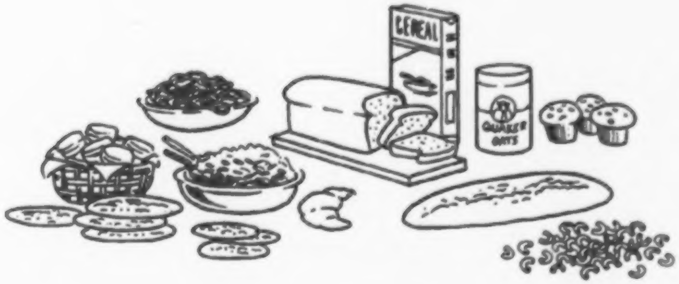
1 2 3 4 5 6 7 8

# Be Good to Your Body

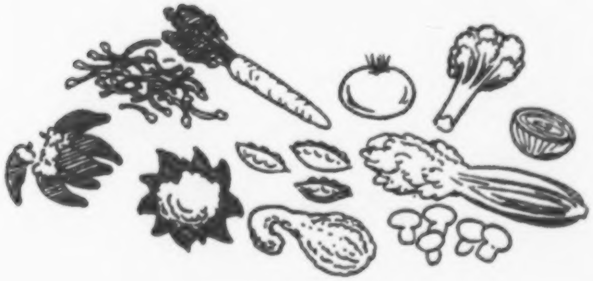


## 1. Eat healthy foods.

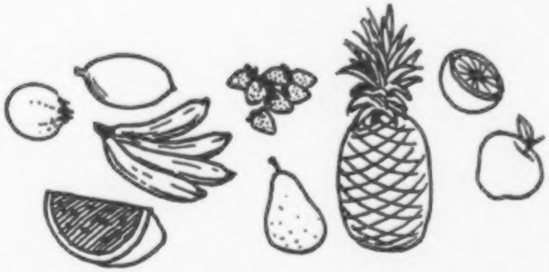
bread, cereal, rice, and pasta


CEREAL
QUAKER OATS

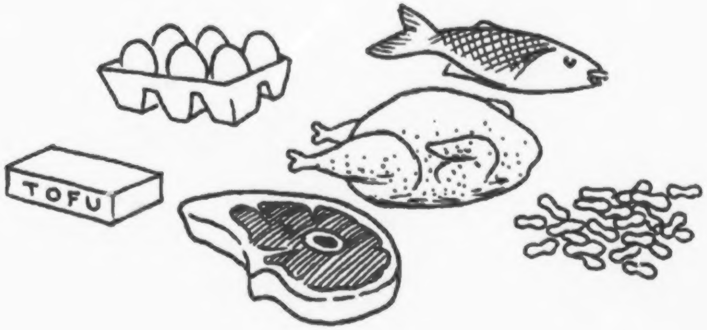
vegetables



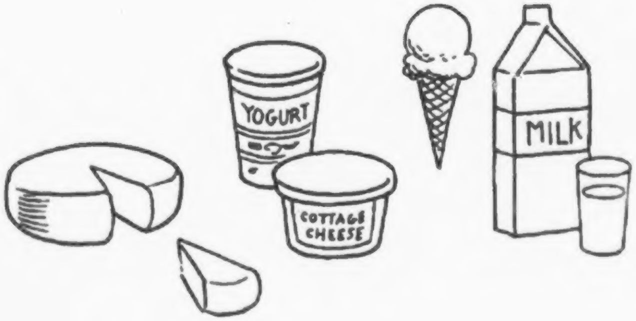
fruit



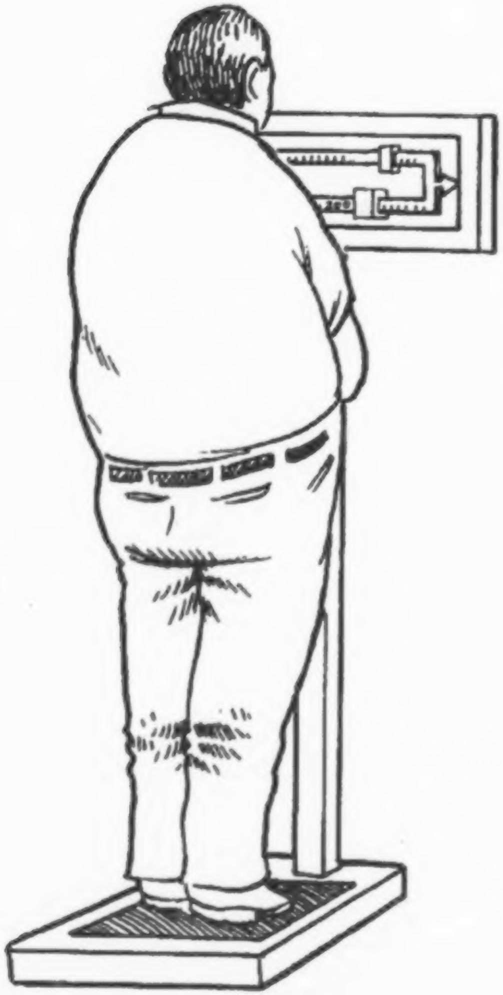
meat, poultry, fish, beans,
eggs, and nuts



milk, yogurt, and cheese


YOGURT
COTTAGE CHEESE
MILK

## 2. Watch your weight.



## Find your weight.

### Weights for Adults

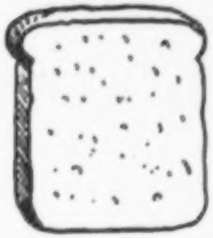
| Height | Weight in pounds | |
|---|---|---|
| | 19 to 34 years | 35 years and over |
| 5'0" | 97-128 | 108-138 |
| 5'1" | 101-132 | 111-143 |
| 5'2" | 104-137 | 115-148 |
| 5'3" | 107-141 | 119-152 |
| 5'4" | 111-146 | 122-157 |
| 5'5" | 114-150 | 126-162 |
| 5'6" | 118-155 | 130-167 |
| 5'7" | 121-160 | 134-172 |
| 5'8" | 125-164 | 138-178 |
| 5'9" | 129-169 | 142-183 |
| 5'10" | 132-174 | 146-188 |
| 5'11" | 136-179 | 151-194 |
| 6'0" | 140-184 | 155-199 |
| 6'1" | 144-189 | 159-205 |

Source: Derived from the National Research Council, 1989.

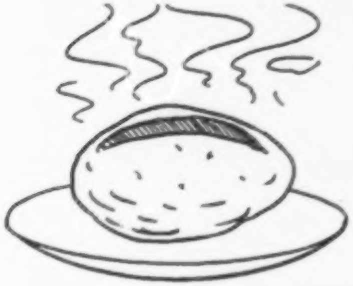
## Calories are energy.

Too many calories and no exercise can make you overweight.

### Few Calories

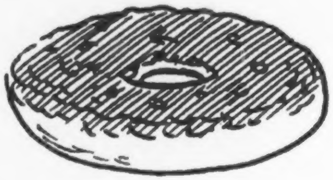


bread
60 calories per slice

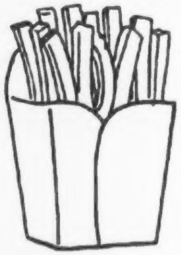


potato
100 calories

### Many Calories

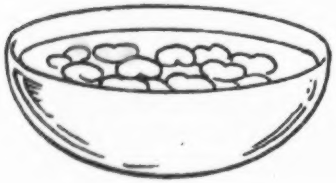


donut
245 calories

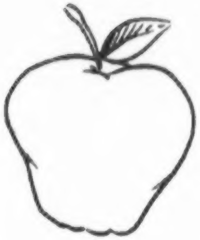


french fries
320 calories

### Few Calories

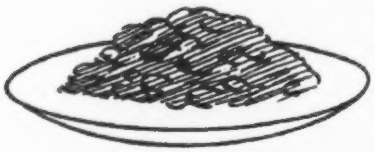


beans
60 calories

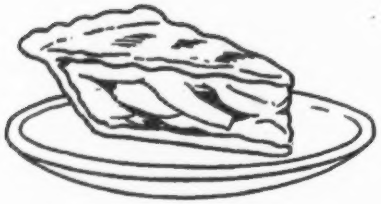


apple
80 calories

### Many Calories



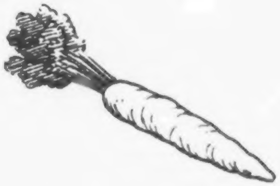
refried beans
150 calories



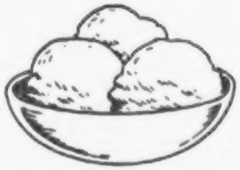
apple pie
405 calories

**Which food has more calories? Circle it.**

1.

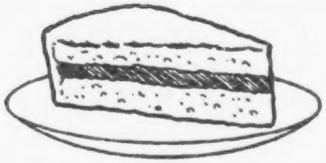


carrot

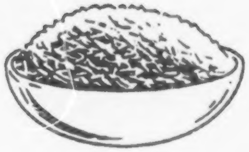


ice cream

2.

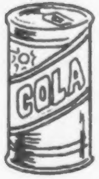


cake

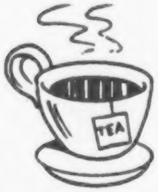


rice

3.



soda



tea

## 3. Eat less fat.

Too much fat in your diet can hurt you.

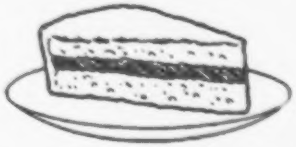
Low Fat

potato
0 grams of fat

noodles
2 grams of fat

High Fat

potato with butter
4 grams of fat


cake
17 grams of fat

How much fat can you eat?

| Daily Calories | Who? | Daily Fat Grams (30% of calories) |
|---|---|---|
| 1600 | Women | 60-80 grams of fat |
| 2200 | Men | 75-105 grams of fat |

What other foods are high in fat?

1. ______________________ 2. ______________________

3. ______________________ 4. ______________________

What foods do you eat?

1. ______________________ 2. ______________________

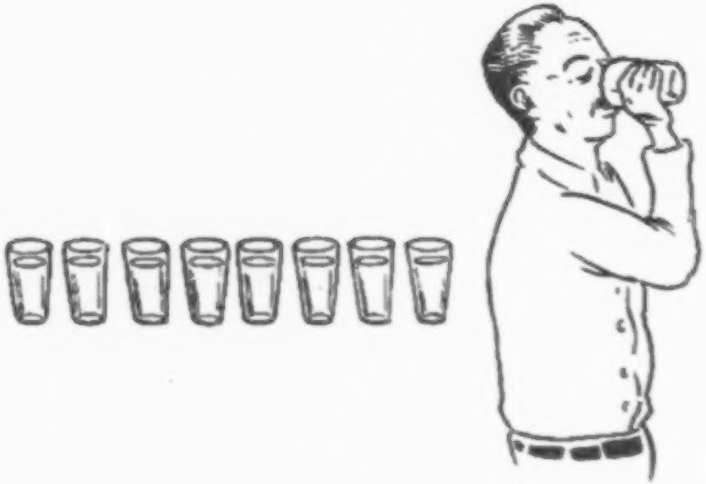
3. ______________________ 4. ______________________

Are these foods high fat or low fat?

## 4. Drink more water.

Water is very important for the body.

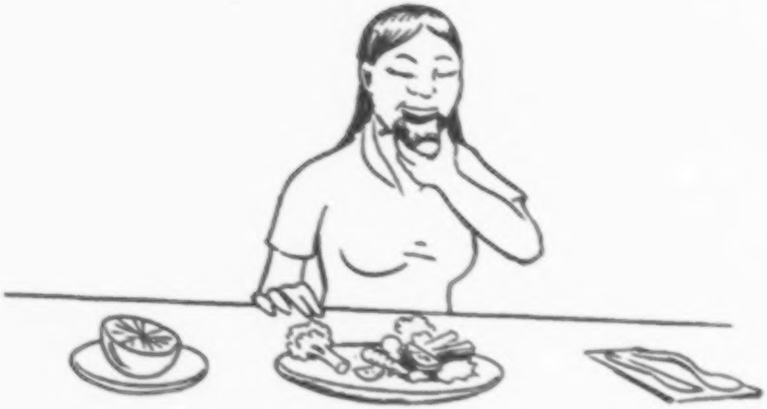
Drink eight glasses of water a day.



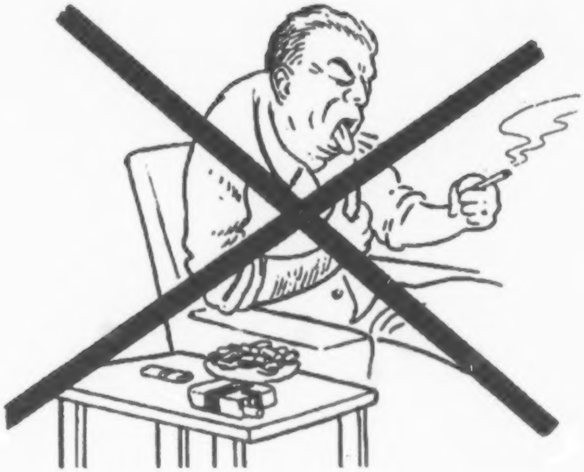
## 5. Eat more fiber.

Fiber is important for digestion.

Fiber is in vegetables, fruits, beans and grains.



**6. Don't smoke.**

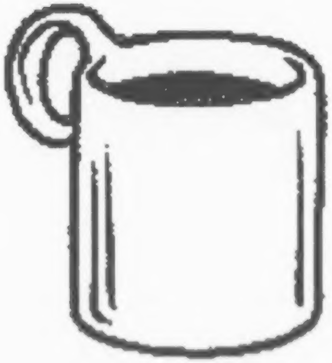


**7. Have less caffeine.**

Caffeine can make you nervous.

It is in coffee, tea, some sodas,

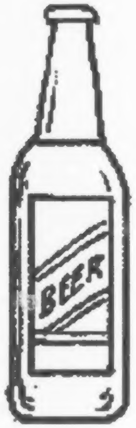
and chocolate.



**8. Drink less alcohol.**

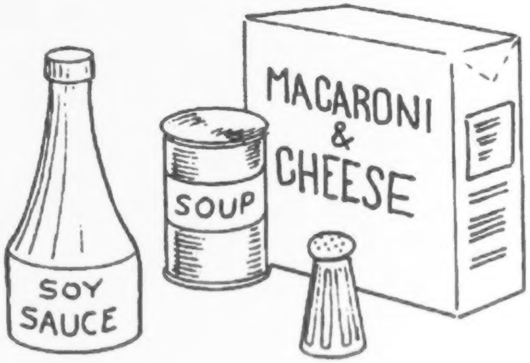
Alcohol is in beer, wine,

and other liquor.



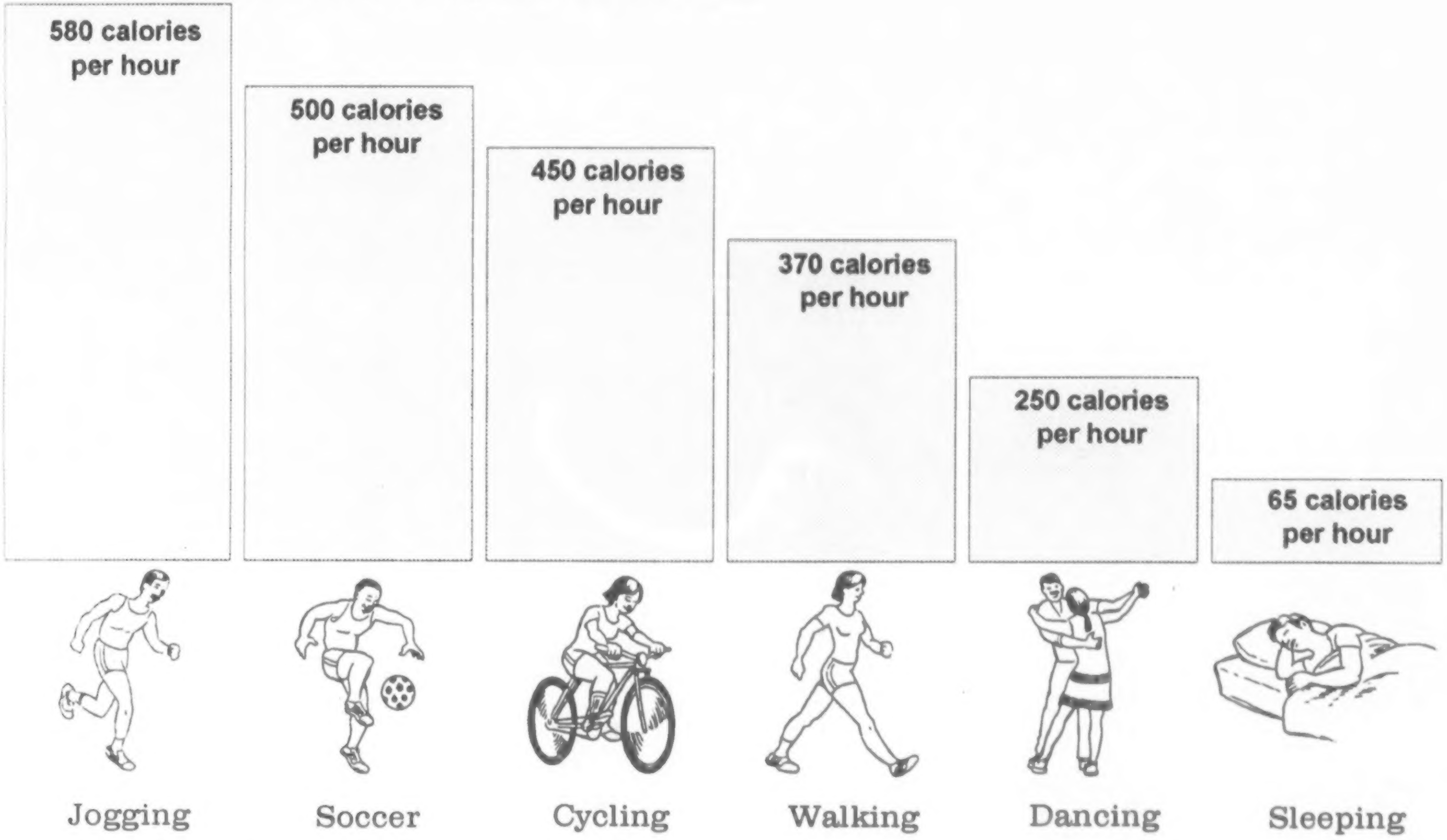
**9. Eat less salt and sodium.**

Salt has sodium. Some packaged foods have sodium.


SOY SAUCE
SOUP
MACARONI & CHEESE

## 10. Exercise more.

Exercise makes your heart and muscles strong. It burns calories. Exercise 3 times a week for 20 minutes. Ask your doctor first.



Source: USDA Dietary Guidelines, 7/93.

## Do you exercise?

| When? | What? | How Long? |
|---|---|---|
| Sunday | walk | 20 minutes |
| | | |
| Sunday | | |
| Monday | | |
| Tuesday | | |
| Wednesday | | |
| Thursday | | |
| Friday | | |
| Saturday | | |

**Match the pictures with the words.**

a. Don't smoke.

b. Watch your weight.

c. Eat less sodium.

d. Exercise more.

e. Drink less alcohol.

f. Eat healthy foods.

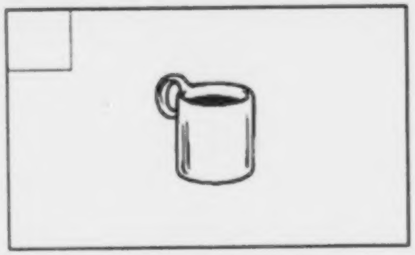
g. Eat more fiber.

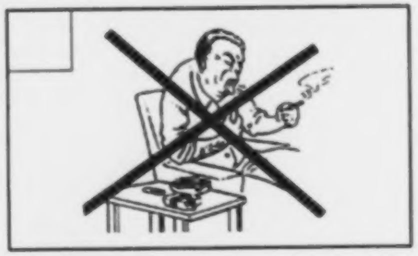
h. Use less caffeine.

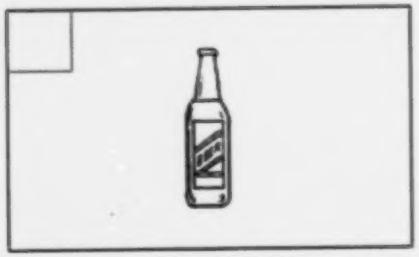
i. Eat less fat.

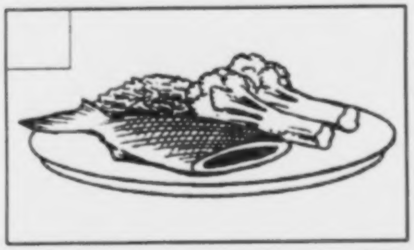
j. Drink more water.

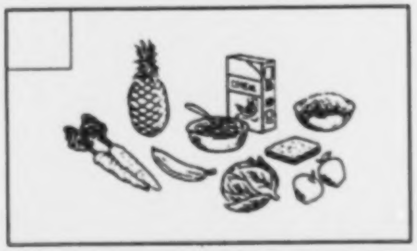
Look at the pictures and the words. Match the pictures with the words. Write the correct letter in the boxes below.

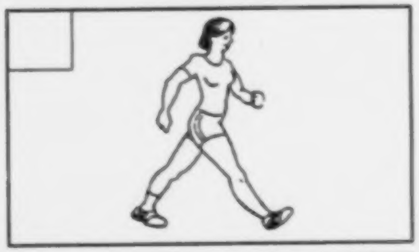


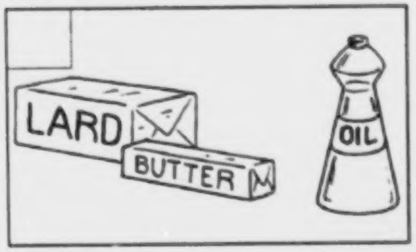


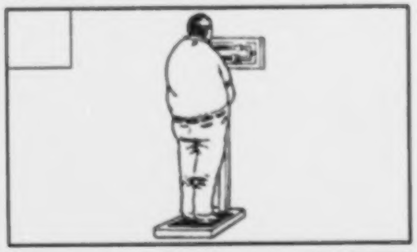


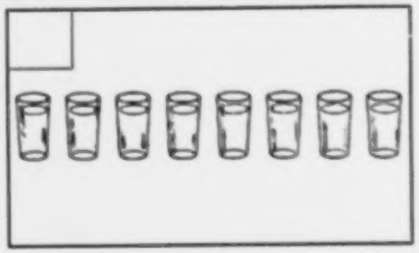


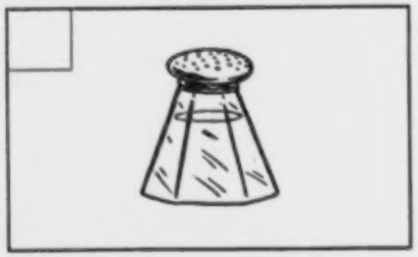





LARD
BUTTER
OIL

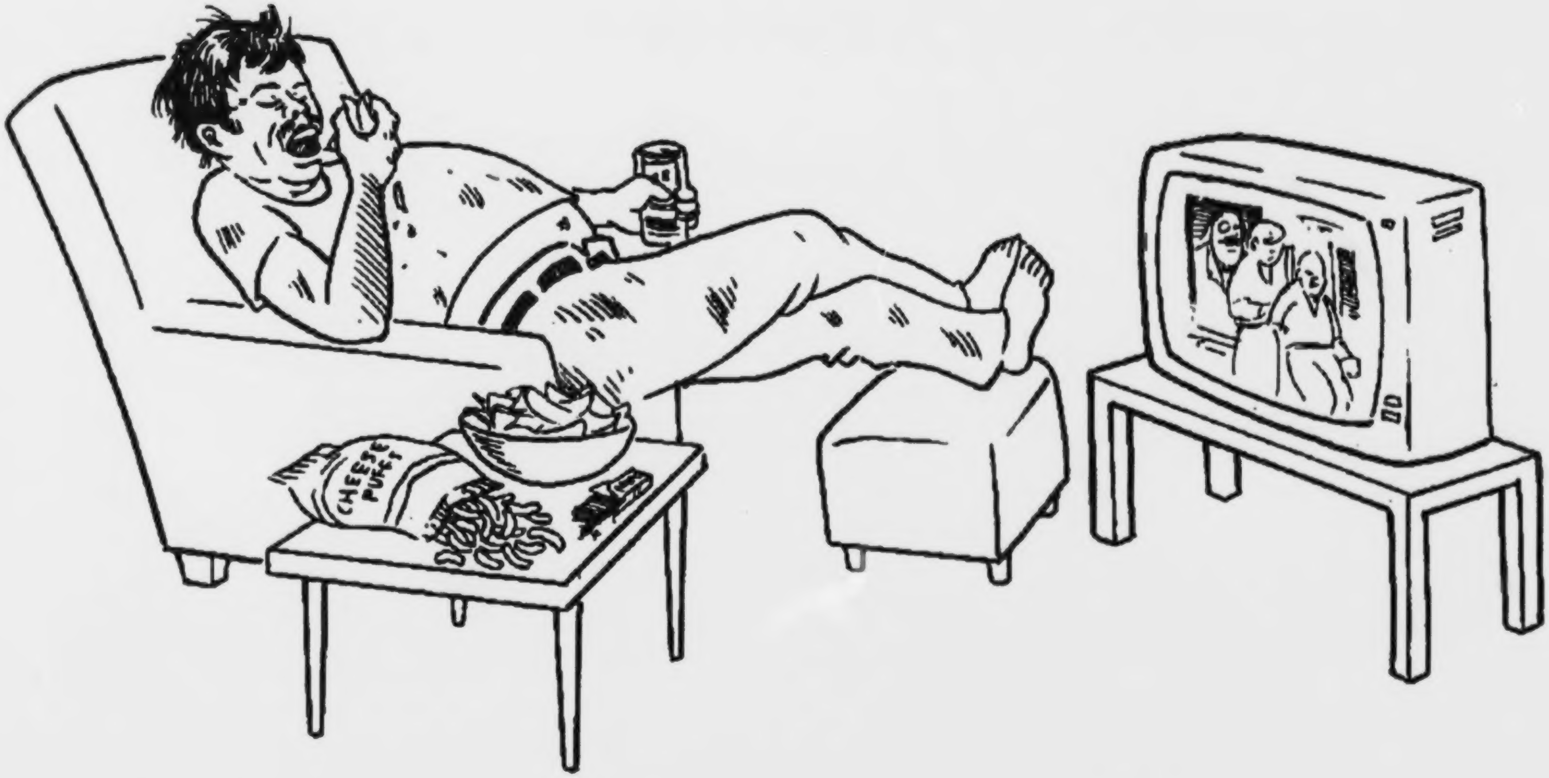






**Fred**

Fred wants a healthy body. Tell him what to do.


CHEESE PUFFS

**Write the answers.**

1. Eat ____________________ foods.

2. __________ ___________ weight.

3. Eat less ______________________.

4. Drink more ___________________.

5. Eat more ____________________.

6. Use less _____________________.

7. Drink less ___________________.

8. Eat less _____________________.

9. Don't _______________________.

10. __________ _______________ .

**What other things can you tell Fred?**

# A Healthy Recipe

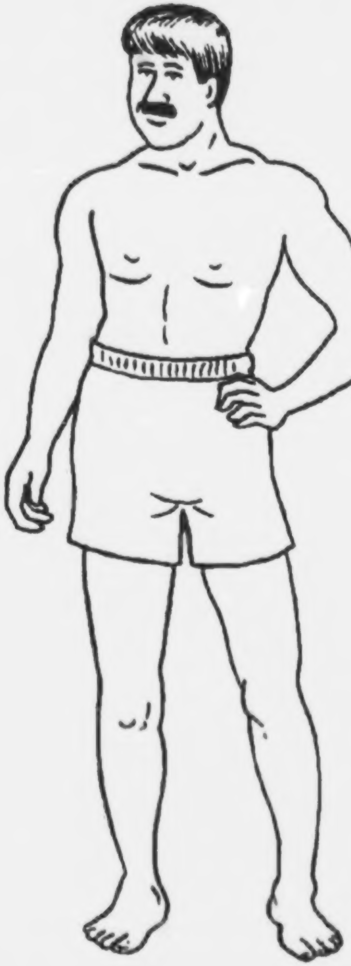
## Fruit Salad

3 peaches
1/4 cantaloupe
2 apples
1/2 cup blueberries
3 tablespoons cherries
1 cup strawberries

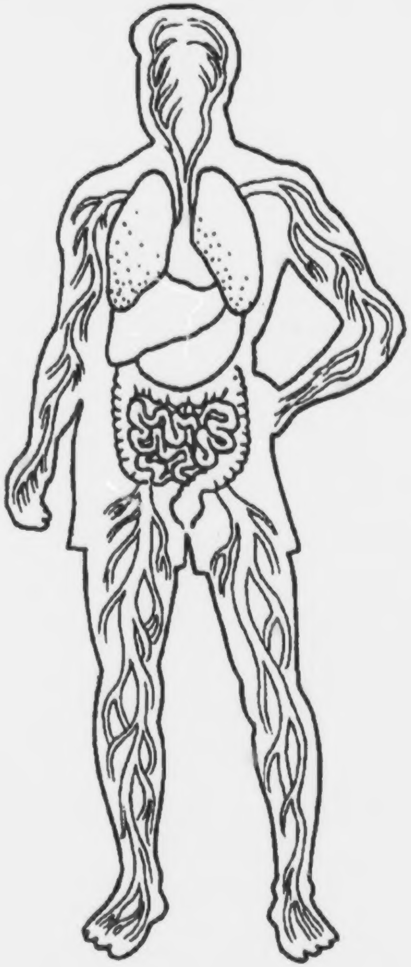
1. Wash the peaches. Remove the peel. Dice into bite-size pieces. Put pieces in a bowl.
2. Cut the rind off the cantaloupe. Dice the slices into bite-size pieces. Put the pieces in the bowl.
3. Wash the apples and core them. Then dice them into bite-size pieces. Place in bowl.
4. Wash the blueberries. Add them to the other fruits.
5. Wash the strawberries. Pull off the green tops. Slice each strawberry. Add to bowl.
6. Wash cherries. Take the pits out of them. Add to other fruits.
7. Mix all fruits together. Place in dishes. *Makes 6 servings.*

**2** 3 4 5 6 7 8

# Know How Your Body Works



204

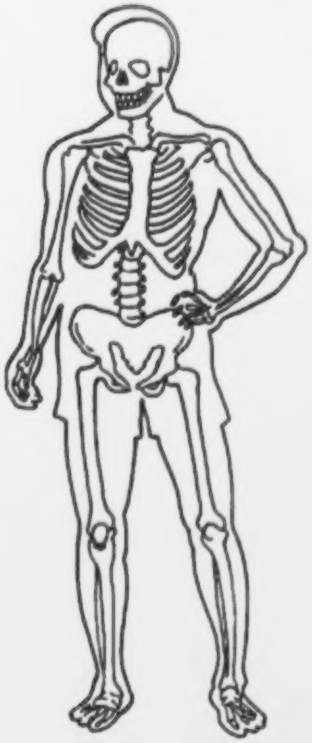


205

## Your Body

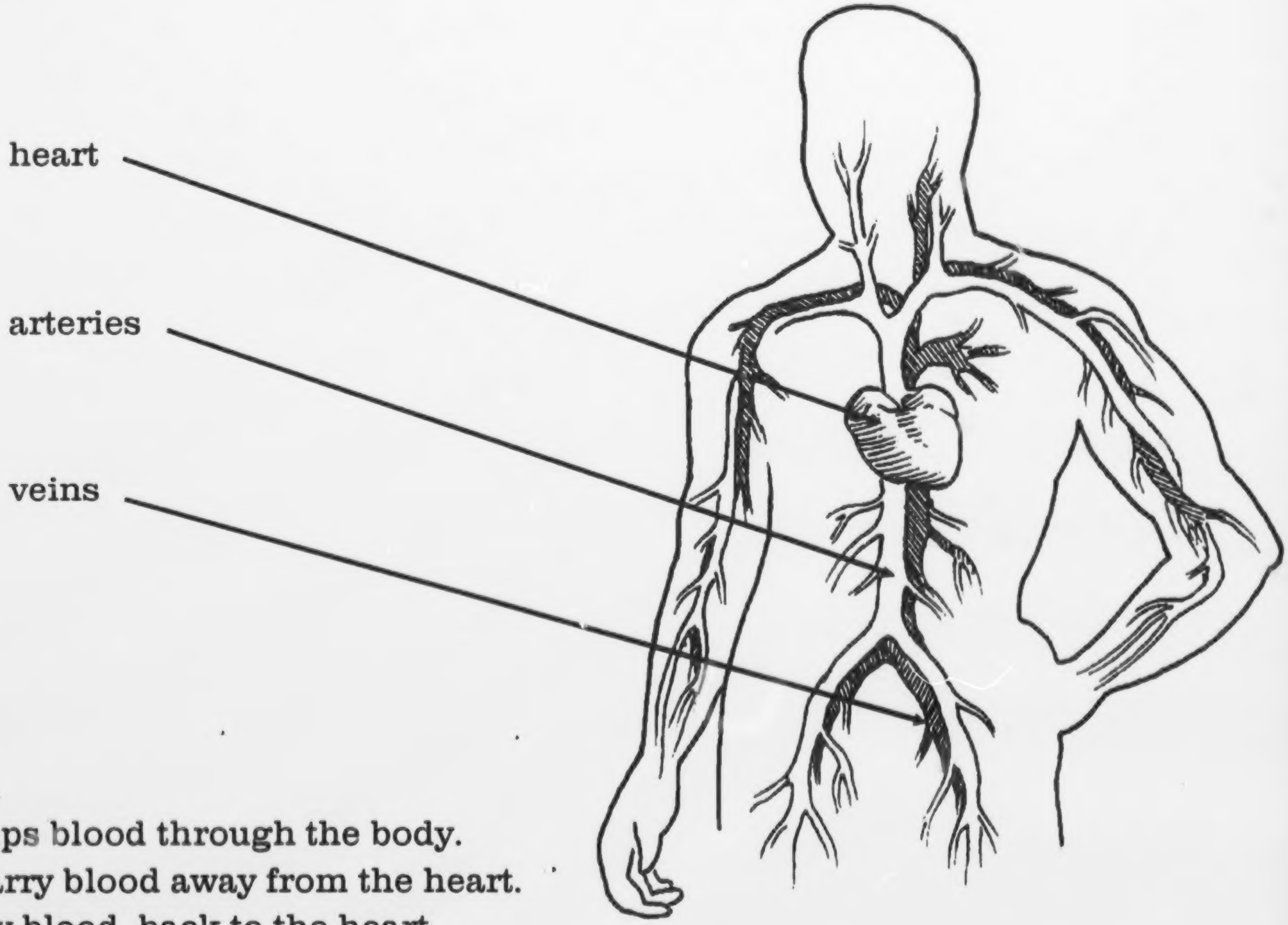
Muscles make your body move.

Organs work to make us live.



Bones help your body stand straight.

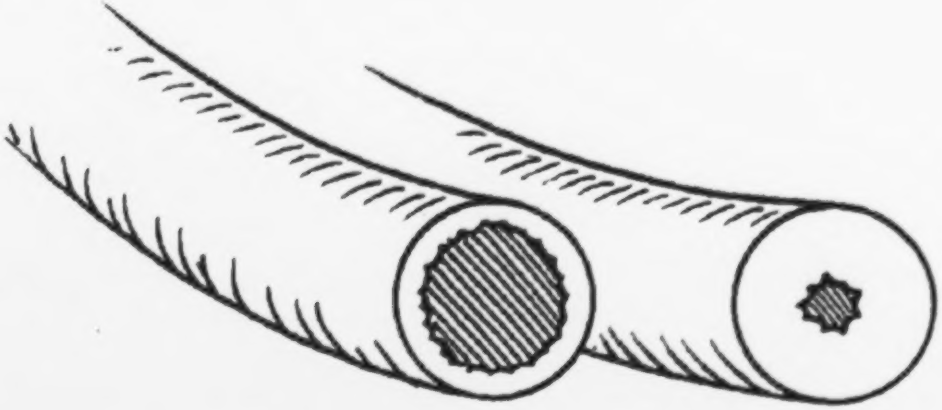
## Circulation


heart
arteries
veins

The heart pumps blood through the body.
The arteries carry blood away from the heart.
The veins carry blood back to the heart.

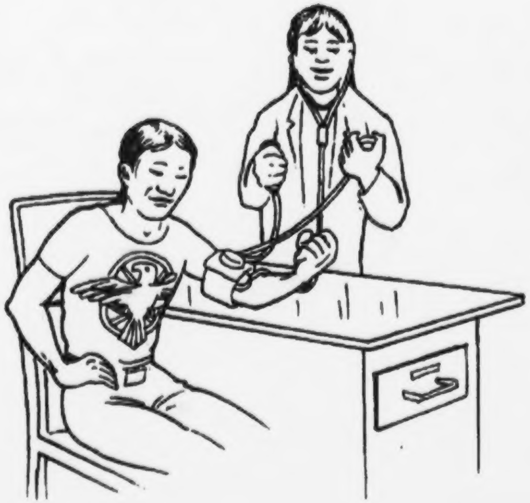
## Eat well and exercise to keep your heart healthy.

Your body makes cholesterol from the fat you eat. Cholesterol can make your arteries narrow. The heart must work hard to pump blood through small arteries.



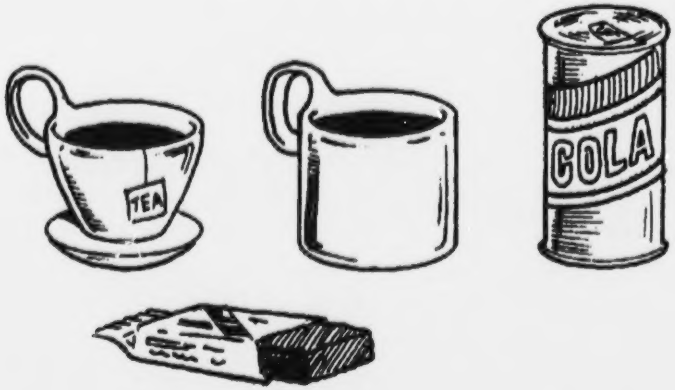
## You can help your heart.

Sodium is in salt and some other foods. Too much sodium can make your blood pressure high. High blood pressure can make you sick.

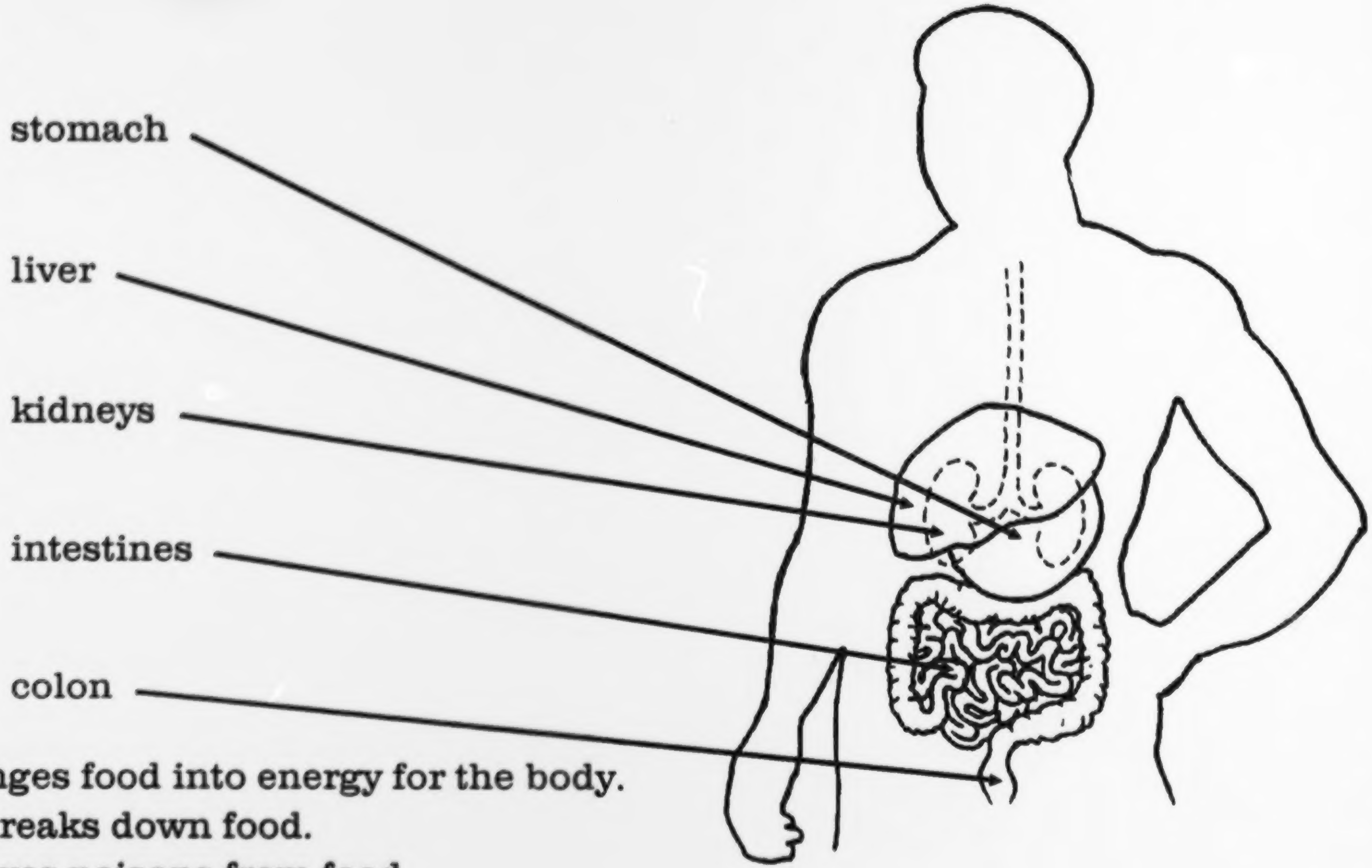


Caffeine can make you nervous. There is caffeine in coffee, tea, some sodas, and chocolate. How many cups of coffee do you drink every day?

______________________________



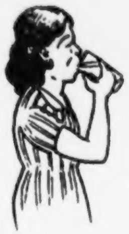
## Digestion


stomach
liver
kidneys
intestines
colon

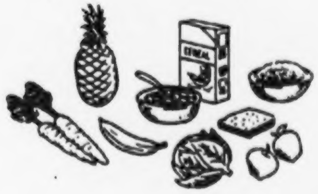
Digestion changes food into energy for the body.
The stomach breaks down food.
The liver removes poisons from food.
The kidneys remove water from food.
The intestines take in food the body can use. The intestines also change the food the body cannot use into waste.
The colon passes the waste out of the body.

## You can help digestion.

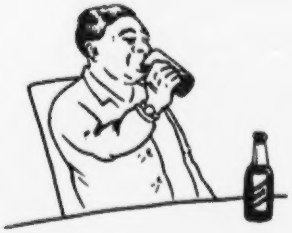
Drink more water.



Eat more fiber.



Too much alcohol
is bad for the liver.

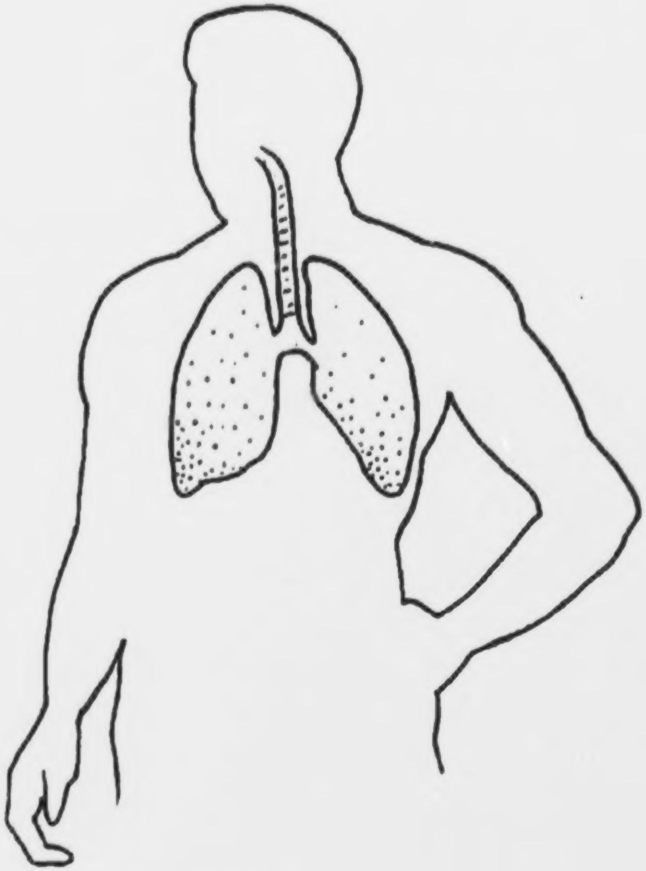


**Circle True (T) or False (F).**

1. The intestines remove poisons from the food. T F
2. The colon passes the waste out of the body. T F
3. The kidneys break down food. T F
4. The stomach removes water from the food. T F
5. The liver takes in food the body can use. T F
6. The intestines also change the food the body cannot use into waste. T F

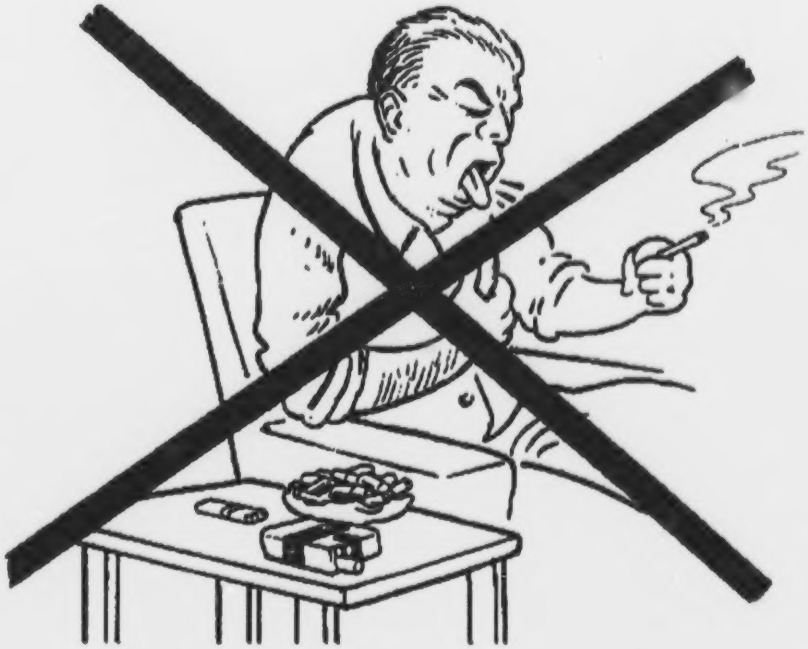
## Respiration

Your lungs breathe air in and out of your body.



218

Don't smoke! It's bad for the lungs.



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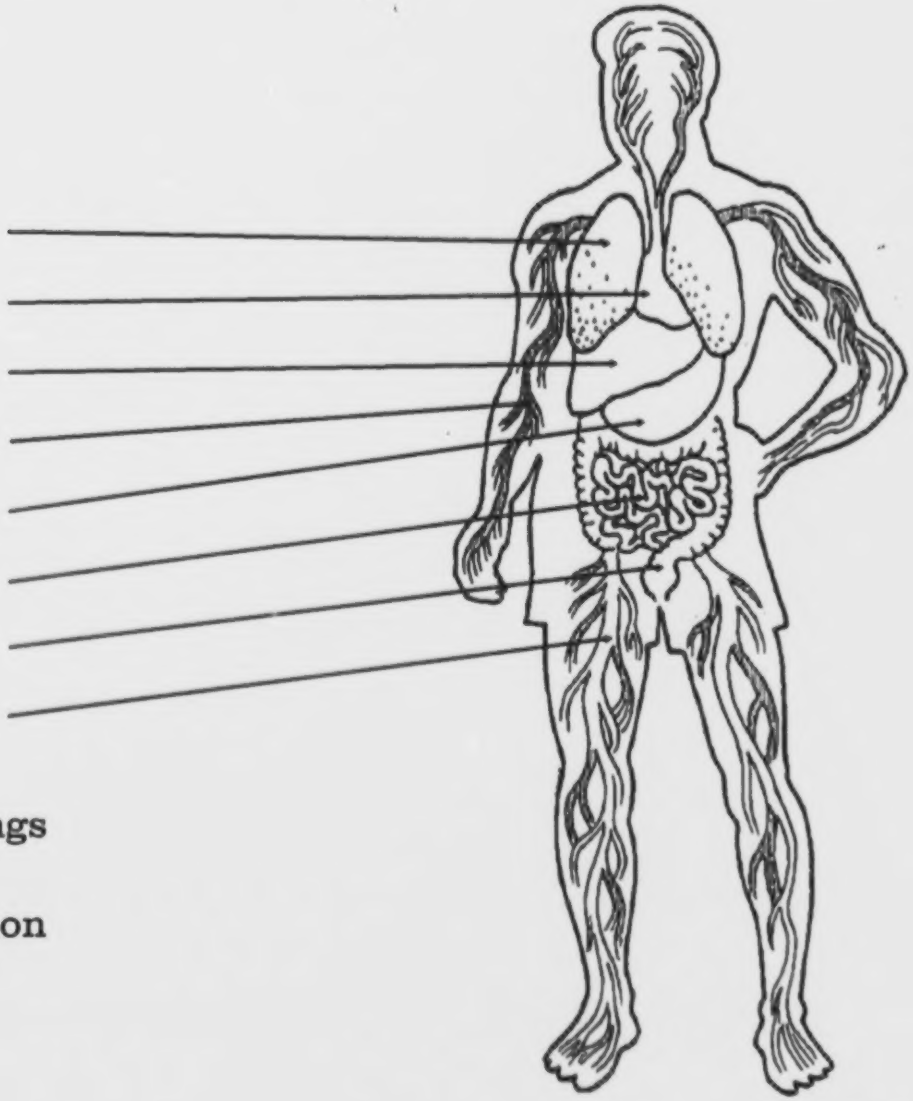
## The Body

Fill in the blanks.

1. ________________________
2. ________________________
3. ________________________
4. ________________________
5. ________________________
6. ________________________
7. ________________________
8. ________________________



heart

arteries

veins

stomach

liver

intestines

lungs

colon

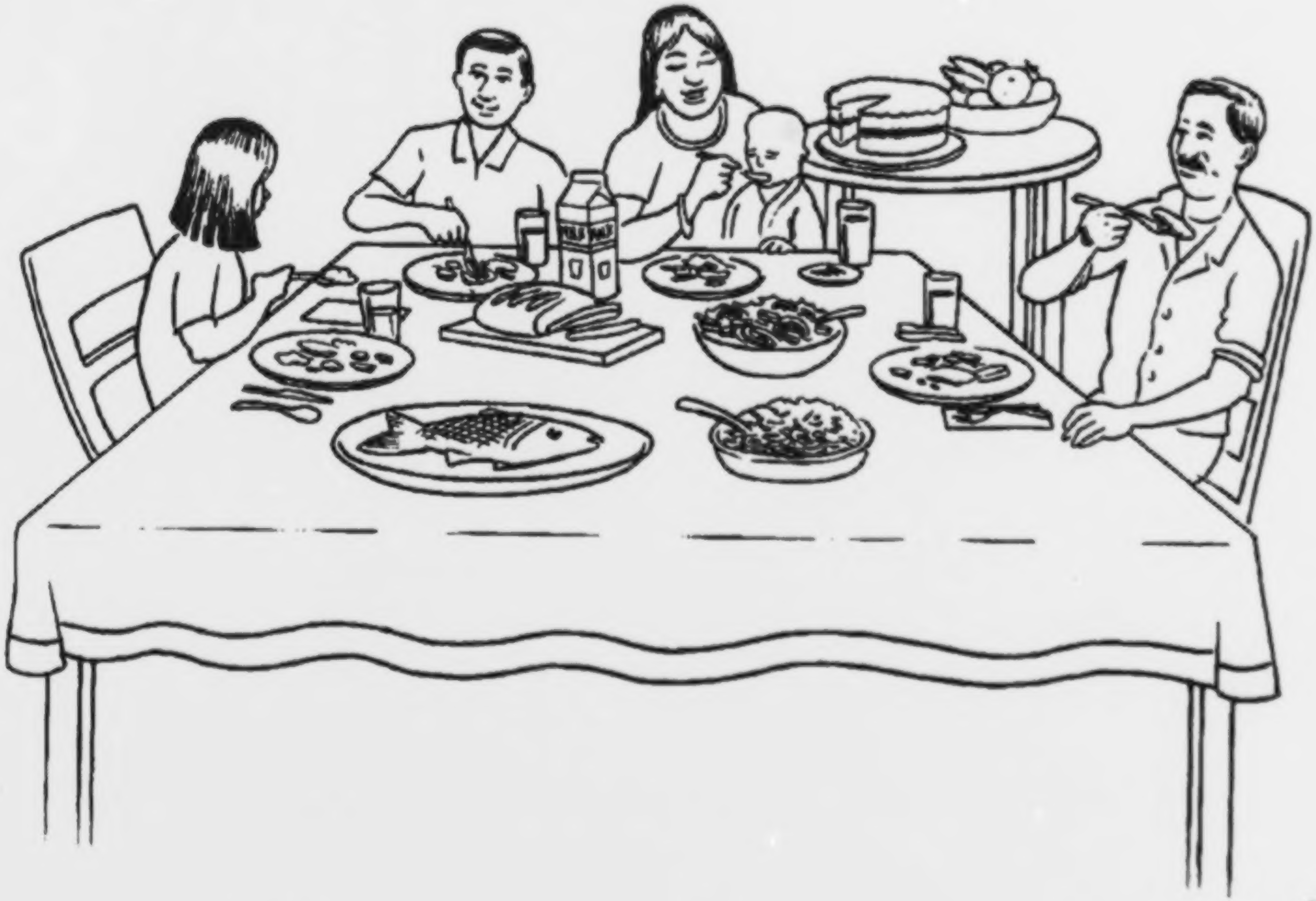
## A Healthy Recipe

### Three Bean Salad

1 10-ounce can red kidney beans
1 10-ounce can corn
1 10-ounce can green beans
1 10-ounce can yellow wax beans
1/2 green pepper
1 garlic clove
1/2 onion
1/4 cup light vegetable oil
3 tablespoons vinegar
1 teaspoon lemon juice
a pinch of salt (to taste)

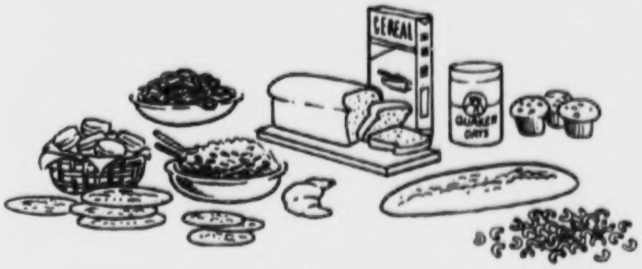
1. Drain water from the canned beans and corn.
2. Combine corn and beans in a large bowl.
3. Chop onion, green pepper, and garlic into very small pieces.
4. Toss the chopped vegetables with the bean mixture.
5. Mix oil, vinegar, lemon juice, and salt in a small bowl.
6. Pour the dressing over the vegetables and toss. *Makes 6 servings.*

# Eat a Variety of Foods

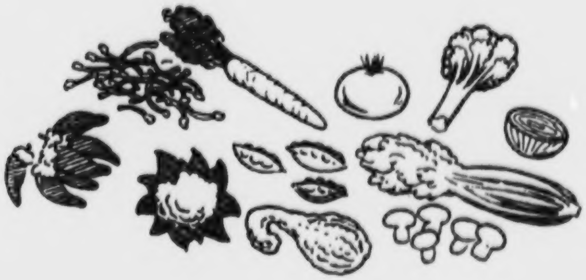


**Your body needs different kinds of foods.**

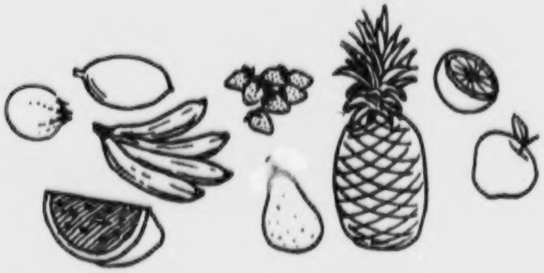
bread, cereal, rice,
and pasta


CEREAL
QUAKER OATS

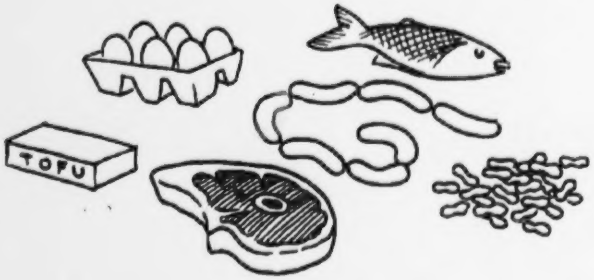
vegetables



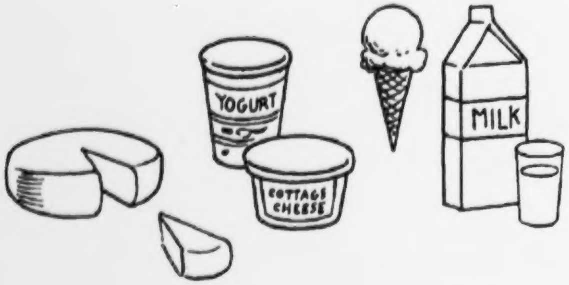
fruit



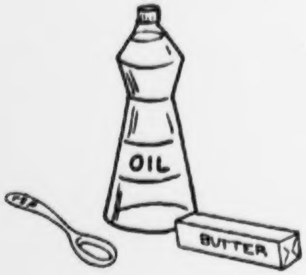
meat, poultry, fish, beans,
eggs, and nuts



milk, yogurt, and cheese


YOGURT
COTTAGE CHEESE
MILK

a little fat and oil



## What do you like to eat?

**Hong:** What do you like to eat, Maria?

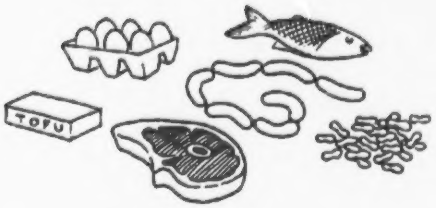
**Maria:** I like to eat chicken and rice. What do you like to eat, Hong?

**Interview your classmates.**

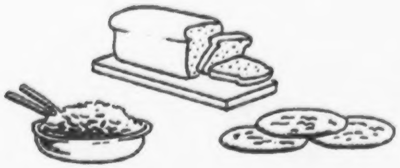
| **Name** | grain group<br> | vegetable group<br> | fruit group<br> | milk group<br> | meat group<br> |
|---|---|---|---|---|---|
| Maria | rice | carrots | banana | milk | chicken |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

**Your body needs**

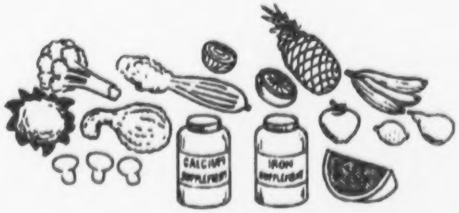
proteins from the meat group



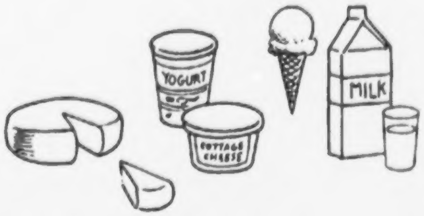
carbohydrates from the grain group



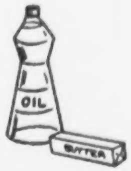
vitamins and minerals from
the vegetable and fruit groups


CALCIUM SUPPLEMENT
IRON SUPPLEMENT

calcium from the milk group


YOGURT
COTTAGE CHEESE
MILK

a small amount of fat



**Circle these words in the label below.**

**Nutrition Facts**
Serving Size 1 cup (228 g)
Servings Per Container 2

**Amount Per Serving**

| | |
|---|---|
| **Calories** 260 | Calories from Fat 120 |
| | **% Daily Value** |
| **Total Fat** 13 g | **20%** |
| Saturated Fat 5g | **25%** |
| **Cholesterol** 30 mg | **10%** |
| **Sodium** 660mg | **28%** |
| **Total Carbohydrate** 31g | **10%** |
| Dietary Fiber 0g | **0%** |
| Sugars 5g | |
| **Protein** 5g | |
| Vitamin A 4% | Vitamin C 2% |
| Calcium 15% | Iron 4% |

carbohydrate

fat

protein

vitamin

calcium

**Name foods that have**

1. carbohydrates ______________________________

______________________________

2. fats ______________________________

______________________________

3. protein ______________________________

______________________________

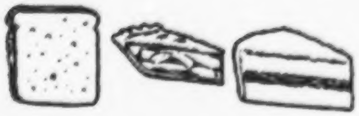
4. vitamins and minerals ______________________________

______________________________

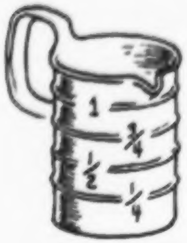
5. calcium ______________________________

______________________________

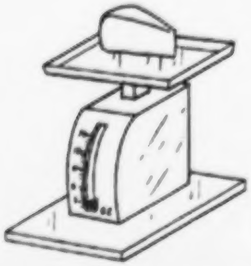
## Servings



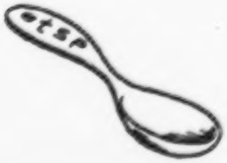
a slice = a piece



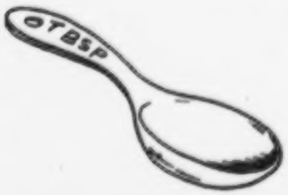
cup = c.



ounce = oz.

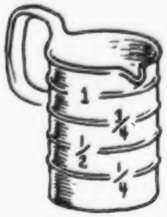


teaspoon = tsp.

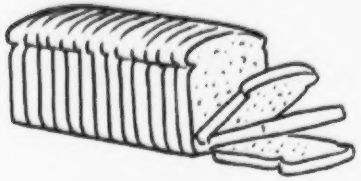


tablespoon = Tbsp.

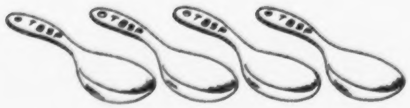
**Fill in the servings.**



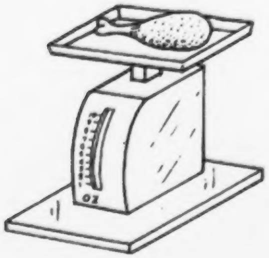
1/2 cup



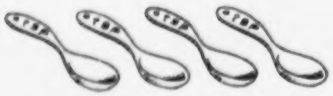
1 slice



3 Tbsps.

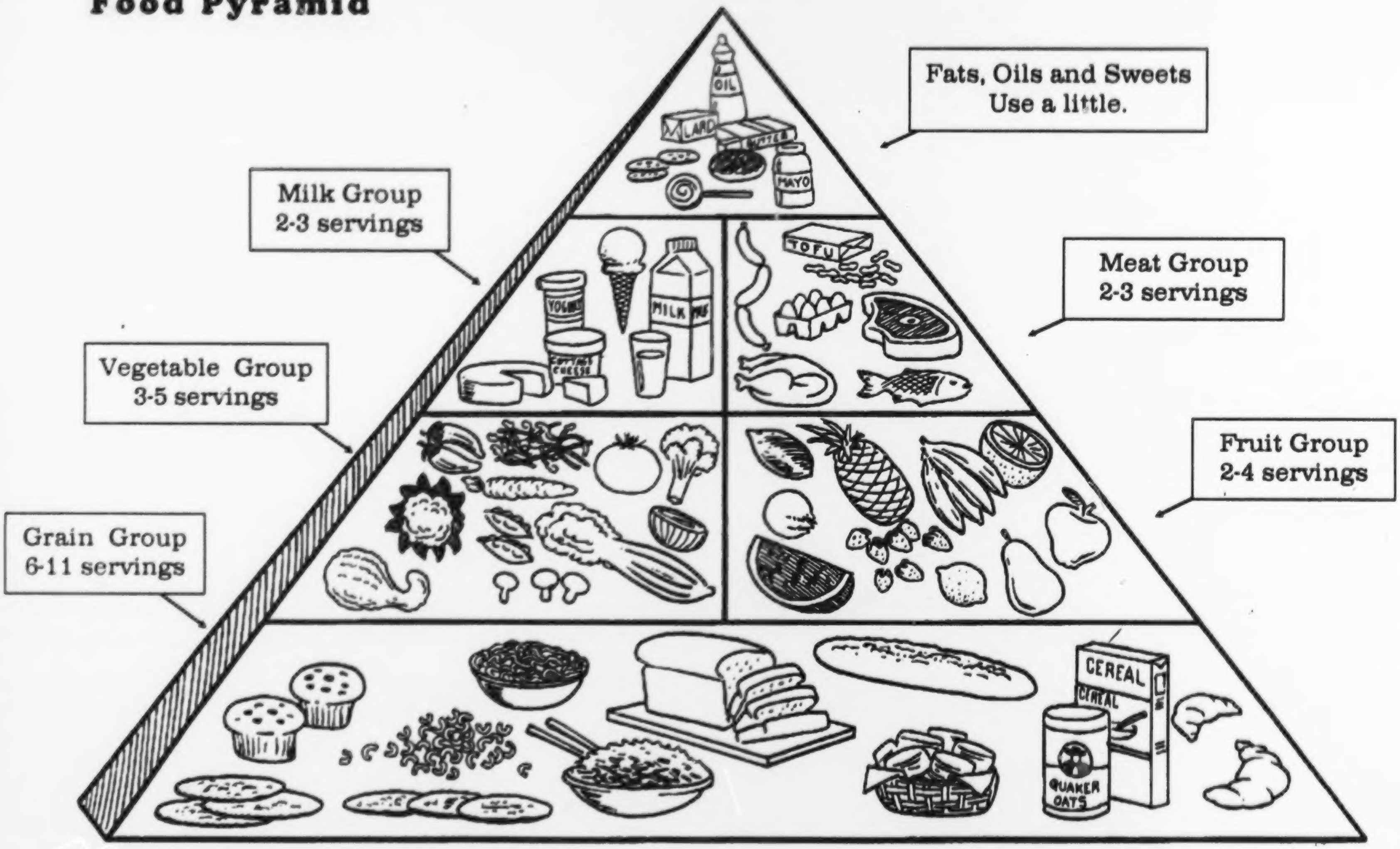


3 oz.



2 tsps.

## Food Pyramid


Fats, Oils and Sweets
Use a little.
OIL
LARD
BUTTER
MAYO
Milk Group
2-3 servings
YOGURT
COTTAGE CHEESE
MILK
TOFU
Meat Group
2-3 servings
Vegetable Group
3-5 servings
Fruit Group
2-4 servings
Grain Group
6-11 servings
CEREAL
CEREAL
QUAKER OATS

## What is a serving?

| Grain Group | Vegetable Group | Fruit Group | Milk Group | Meat Group |
|---|---|---|---|---|
| 1 slice of bread or 1 tortilla | 1 cup of raw vegetables | 1 medium apple, banana, orange | 1 cup of milk or yogurt | 3 ounces of cooked meat, poultry, or fish |
| 1 ounce of cereal | 1/2 cup of other vegetables, cooked or chopped raw | 1/2 cup of chopped, cooked, or canned fruit | 1 1/2 ounces of cheese | 1/2 cup of cooked beans, 1 egg, or 2 tablespoons of peanut butter count as 1 ounce of meat |
| 1/2 cup of cooked cereal, rice, or pasta | 3/4 cup of vegetable juice | 3/4 cup of fruit juice | | |

**What did you eat yesterday?**

Breakfast: ______________________________

______________________________

Lunch: ______________________________

______________________________

Dinner: ______________________________

______________________________

Snacks: ______________________________

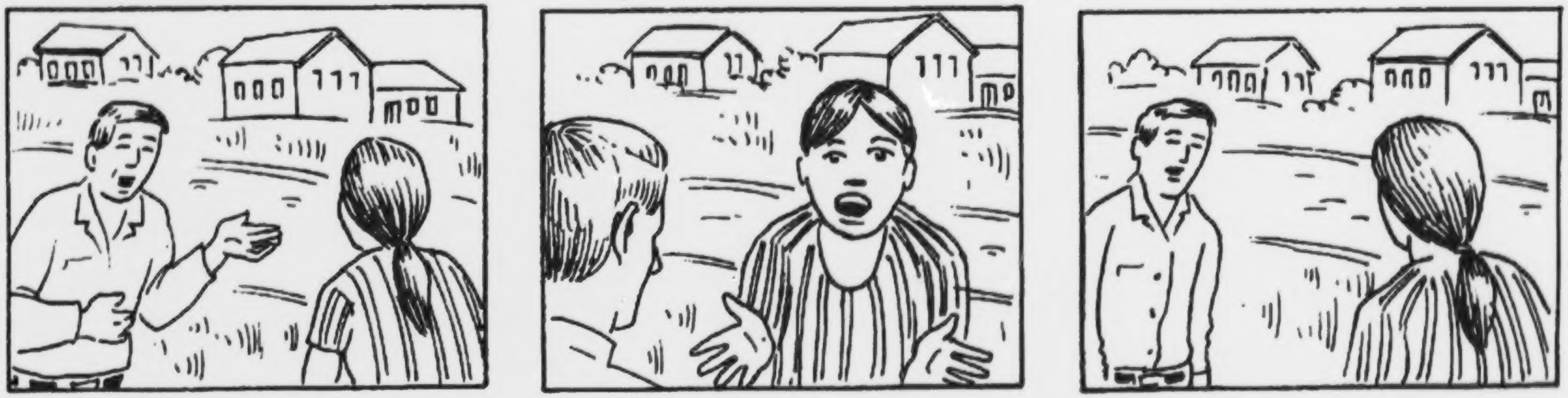
______________________________

**How many servings did you eat yesterday?**

**(Check one box for each serving.)**

| | |
|---|---|
| Fats, Oils, and Sweets | ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ |
| Milk Group | ▨ ▨ ▨ ☐ ☐ ☐ ☐ ☐ |
| Meat Group | ▨ ▨ ▨ ☐ ☐ ☐ ☐ ☐ |
| Fruit Group | ▨ ▨ ▨ ▨ ☐ ☐ ☐ ☐ |
| Vegetable Group | ▨ ▨ ▨ ▨ ▨ ☐ ☐ ☐ |
| Grain Group | ▨ ▨ ▨ ▨ ▨ ▨ ▨ ▨ ☐ ☐ ☐ |

## I feel awful.



**Mary:** Hi, Bob. How are you?

**Bob:** I feel awful. I worked 12 hours today with no lunch break.

**Mary:** Did you eat anything today?

**Bob:** Sure. I had a donut for breakfast and french fries and a Coke for dinner.

**Answer the questions.**

1. How many hours did Bob work today? ____________________

2. What did Bob eat? ____________________

3. Why does Bob feel awful? ____________________

4. What did you eat today? ____________________

5. How do you feel? ____________________

## A Healthy Recipe

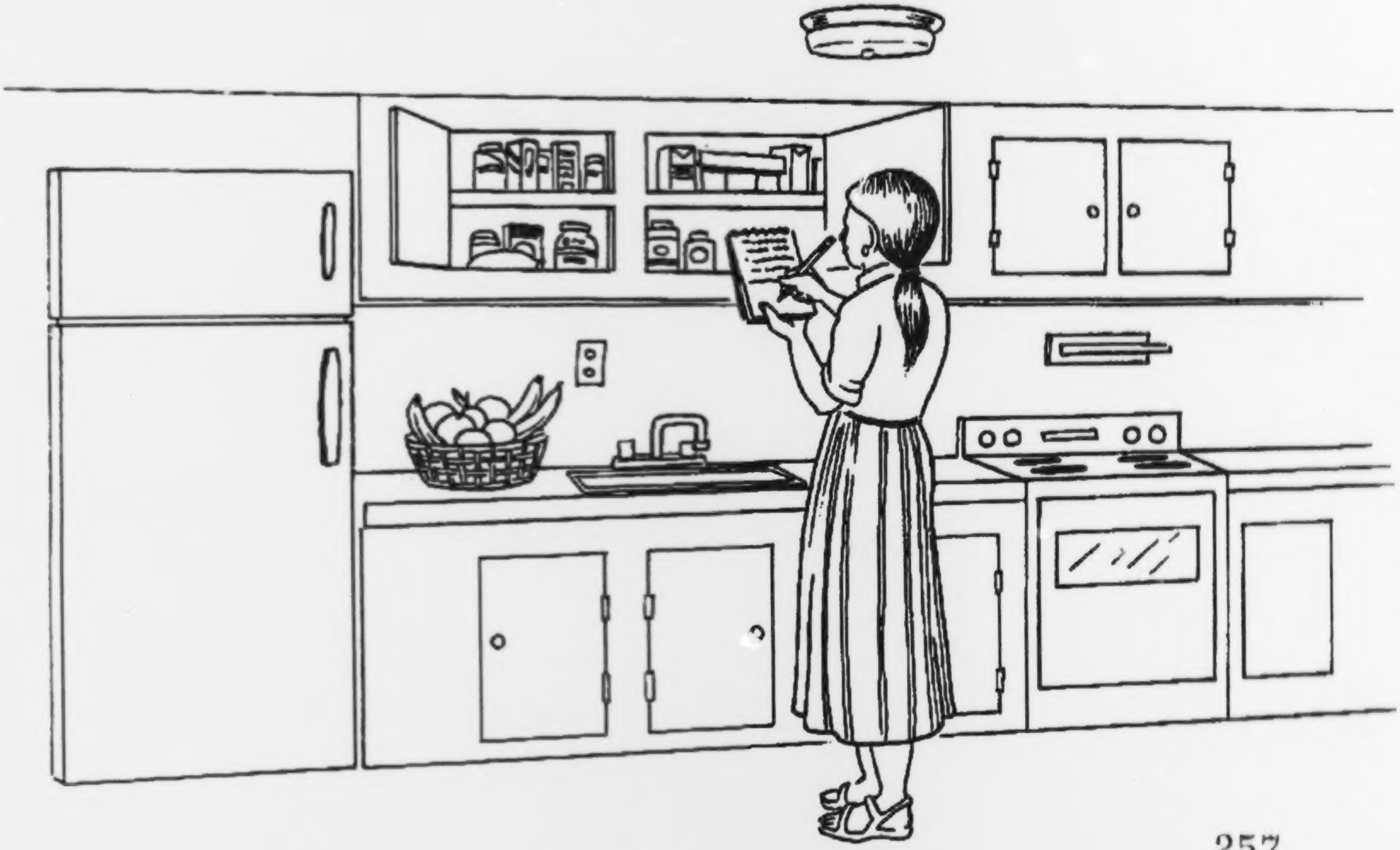
### No-Bake Chocolate Oatmeal Cookies

2-4 tablespoons cocoa
2 tablespoons oil
1 teaspoon vanilla
1 cup sugar
1/2 teaspoon salt
1/4 cup milk
1 1/2 cups oatmeal

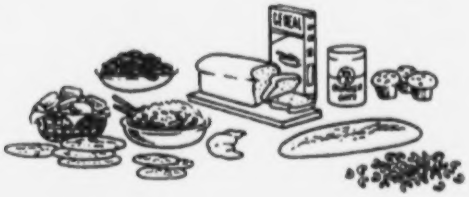
1. Mix cocoa, sugar, milk, oil, and salt in a saucepan.
2. Boil for 3 minutes. Stir the mixture while it boils.
3. Remove from heat. Stir the oatmeal and vanilla into the mixture.
4. Place spoonfuls onto a cookie sheet or large plate.
5. The cookies are ready to eat when they are cool and hard. *Makes 2 dozen cookies.*

1 2 3 **4** 5 6 7 8

# Make Healthy Meals



**Name the food groups.**



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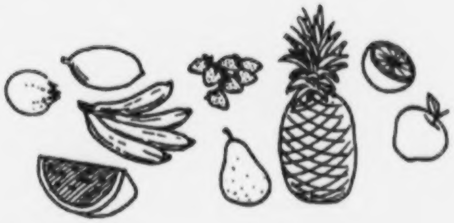
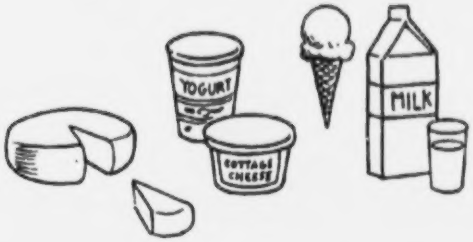
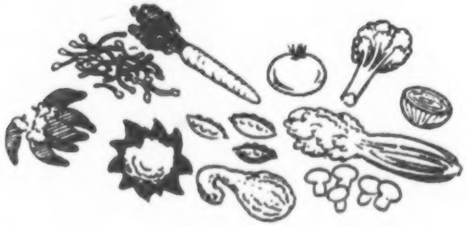


______________________


YOGURT
COTTAGE CHEESE
MILK

______________________



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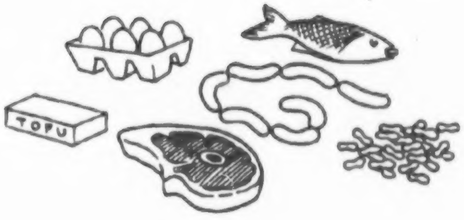

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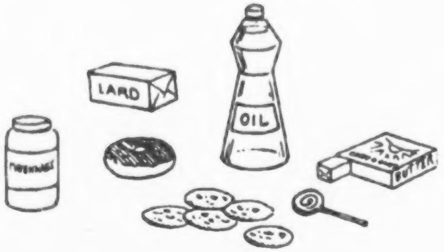

LARD
OIL
BUTTER

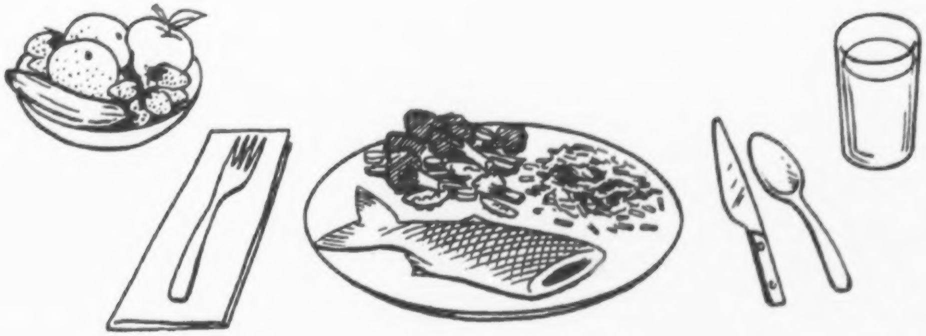
______________________________

Meat Group
Fruit Group
Grain Group

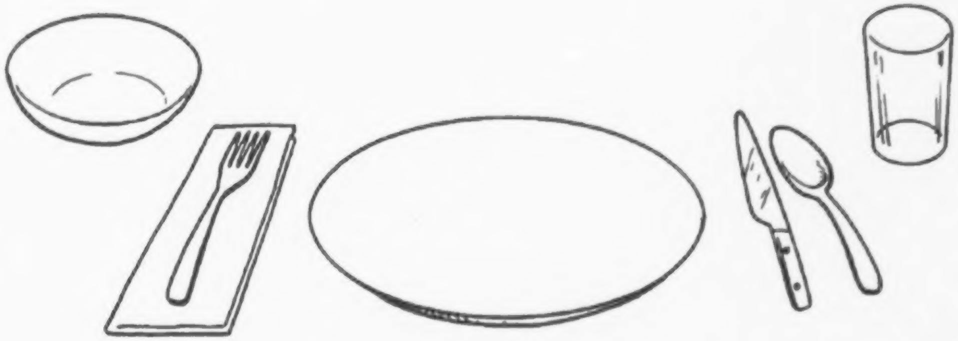
Fats, Oils and Sweets
Vegetable Group
Milk Group

## Plan a healthy meal.

Plan a meal using all of the food groups.



Plan your meal.

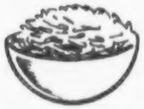
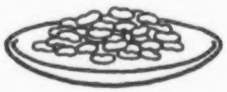


## Better Than Meat

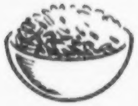
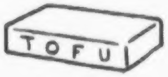
**A grain with a legume gives your body the same energy as the meat group.**

Grains + Legumes = Meat Group

Rice + Beans = Meat Group

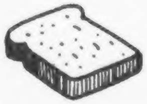
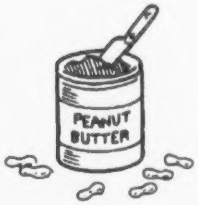
 +  = Meat Group

Rice + Tofu = Meat Group

 + 

= Meat Group

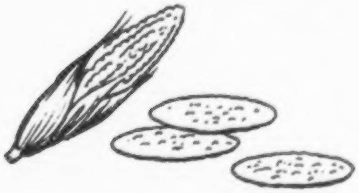
Bread + Peanut Butter = Meat Group

 + 

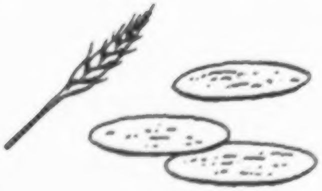
= Meat Group

## Which is healthier for you?

1.

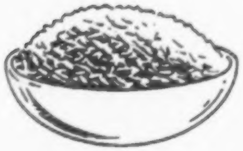


corn tortilla

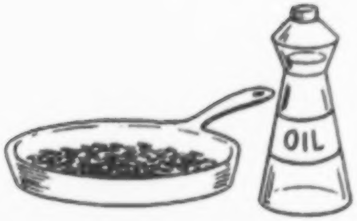


flour tortilla

2.

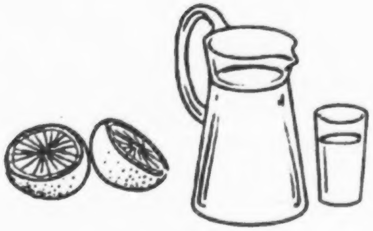


rice

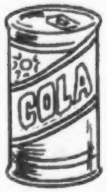


rice and oil

3.

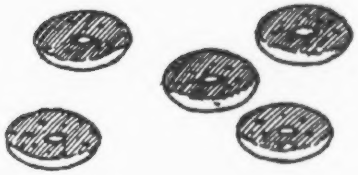


fruit juice

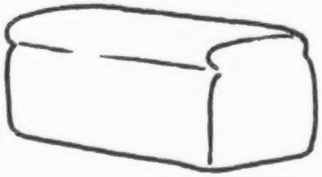


cola

4.

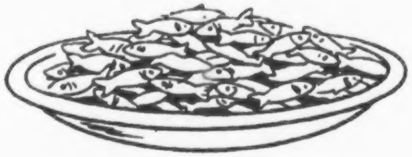


donuts

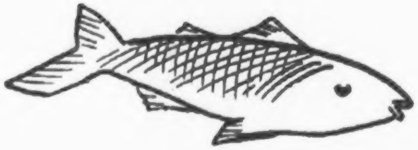


bread

5.



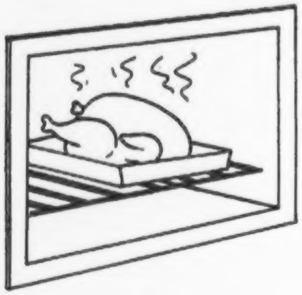
dried fish



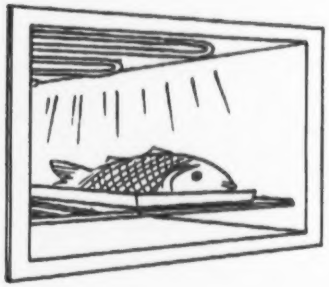
fresh fish

# Cook foods the healthy way.

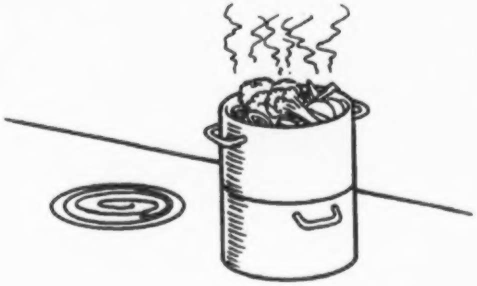
bake or roast



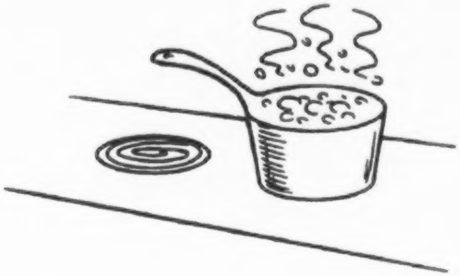
broil



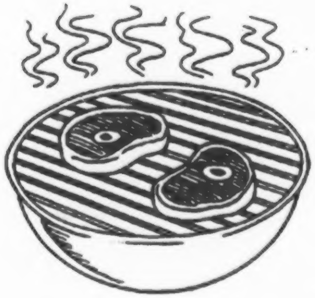
steam



boil

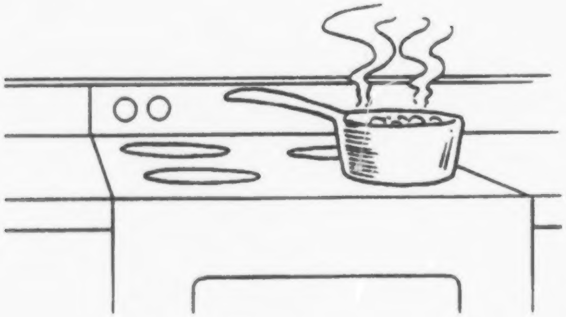


grill

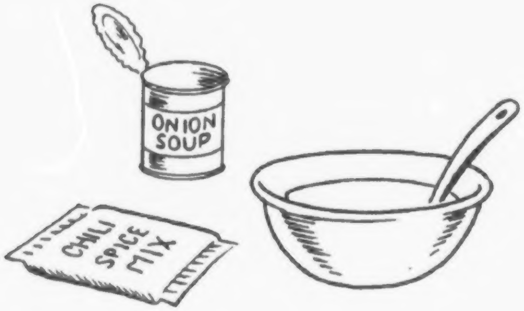


## Cook with less salt.

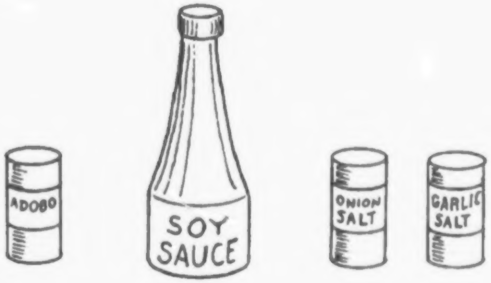
Do not add salt to rice, noodles,
or hot cereals.



Canned soup, vegetables, and cheeses
have salt in them already.
Do not add more salt.


ONION SOUP
CHILI SPICE MIX

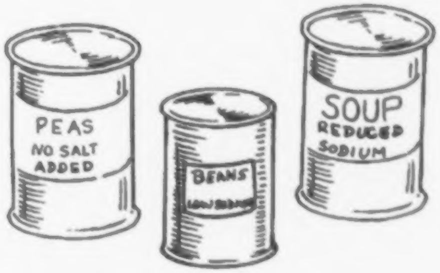
Soy sauce, onion salt, garlic salt,
meat tenderizer and MSG
are high in sodium. Use only a little.


ADOBO
SOY SAUCE
ONION SALT
GARLIC SALT

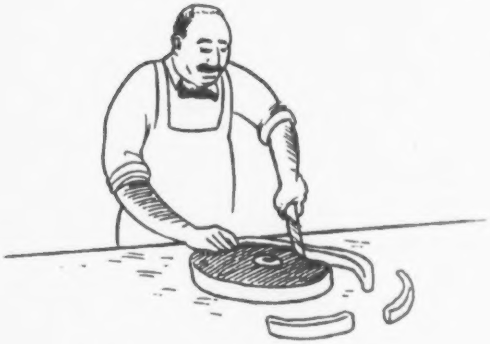
## Add spices to make food taste good.

| | basil | curry powder | garlic | ginger | oregano | rosemary | |
|---|---|---|---|---|---|---|---|
| **chicken** | | | X | | | X | |
| **tomatoes** | X | | | | X | | |
| **rice** | X | X | | X | | | |
| **broccoli** | | X | | | | | |
| **green beans** | | | | | | X | |
| **peas** | | | | | | X | |
| | | | | | | | |

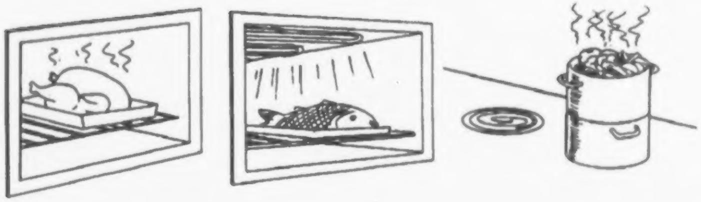
Buy foods that are "low sodium," "reduced sodium," or "no salt added."


PEAS
NO SALT
ADDED
BEANS
LOW SODIUM
SOUP
REDUCED
SODIUM

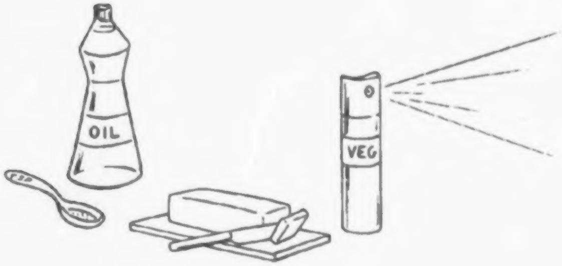
# Cook with less fat.



Cut fat off meat.

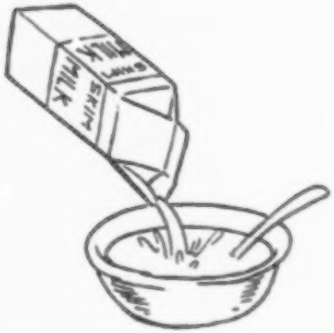


Bake, broil, and steam foods.

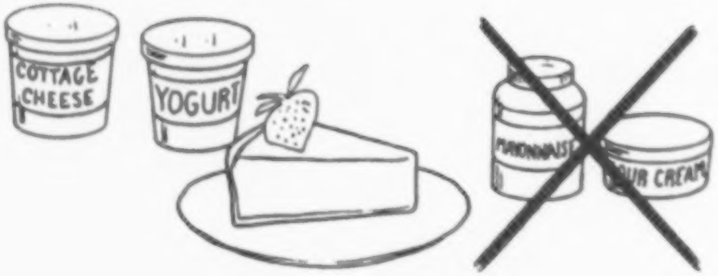


Use small amounts of oil or
margarine in cooking.
Use vegetable spray to fry.

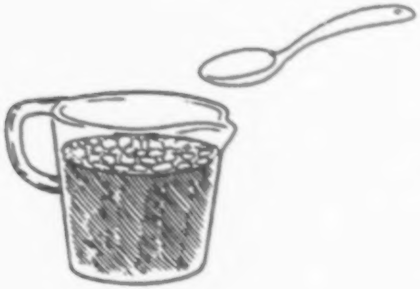
Use lowfat milk or skim milk in recipes.


SKIM MILK
SKIM MILK

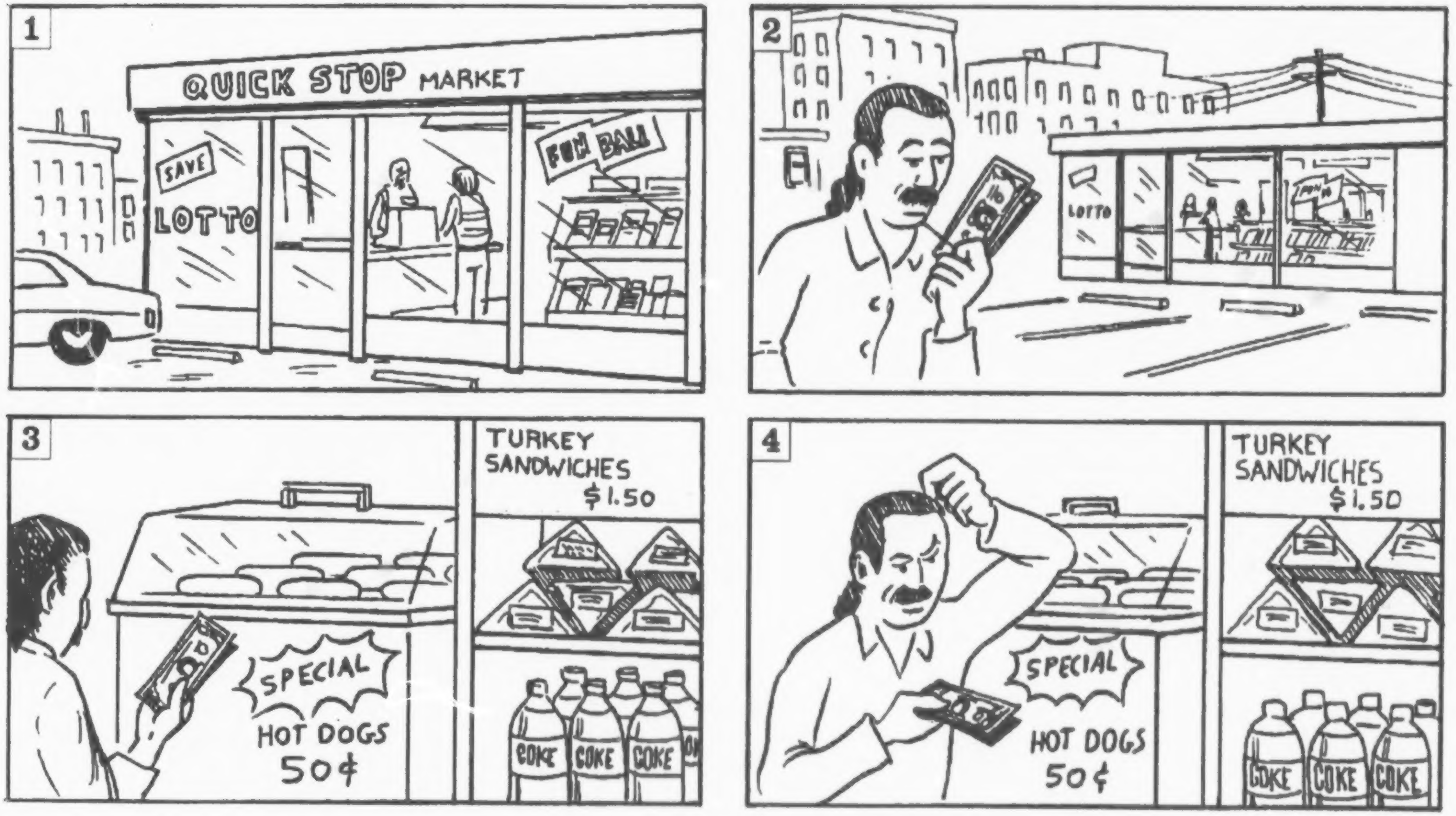
Use lowfat yogurt or lowfat cottage cheese
for sour cream or mayonnaise.


COTTAGE CHEESE
YOGURT
MAYONNAISE
SOUR CREAM

Cool meat broth. Spoon off fat.
Use broth in recipe.



## The Price of a Healthy Meal


1
QUICK STOP MARKET
SAVE
LOTTO
FUN BALL
2
LOTTO
3
TURKEY SANDWICHES $1.50
SPECIAL
HOT DOGS 50¢
COKE
COKE
COKE
4
TURKEY SANDWICHES $1.50
SPECIAL
HOT DOGS 50¢
COKE
COKE
COKE

**Answer the questions.**

1. Where is the man? ______________________________

2. What does the man want? ______________________________

3. What is the problem? ______________________________

4. What will the man do? ______________________________

5. What would you do? ______________________________

## A Healthy Recipe

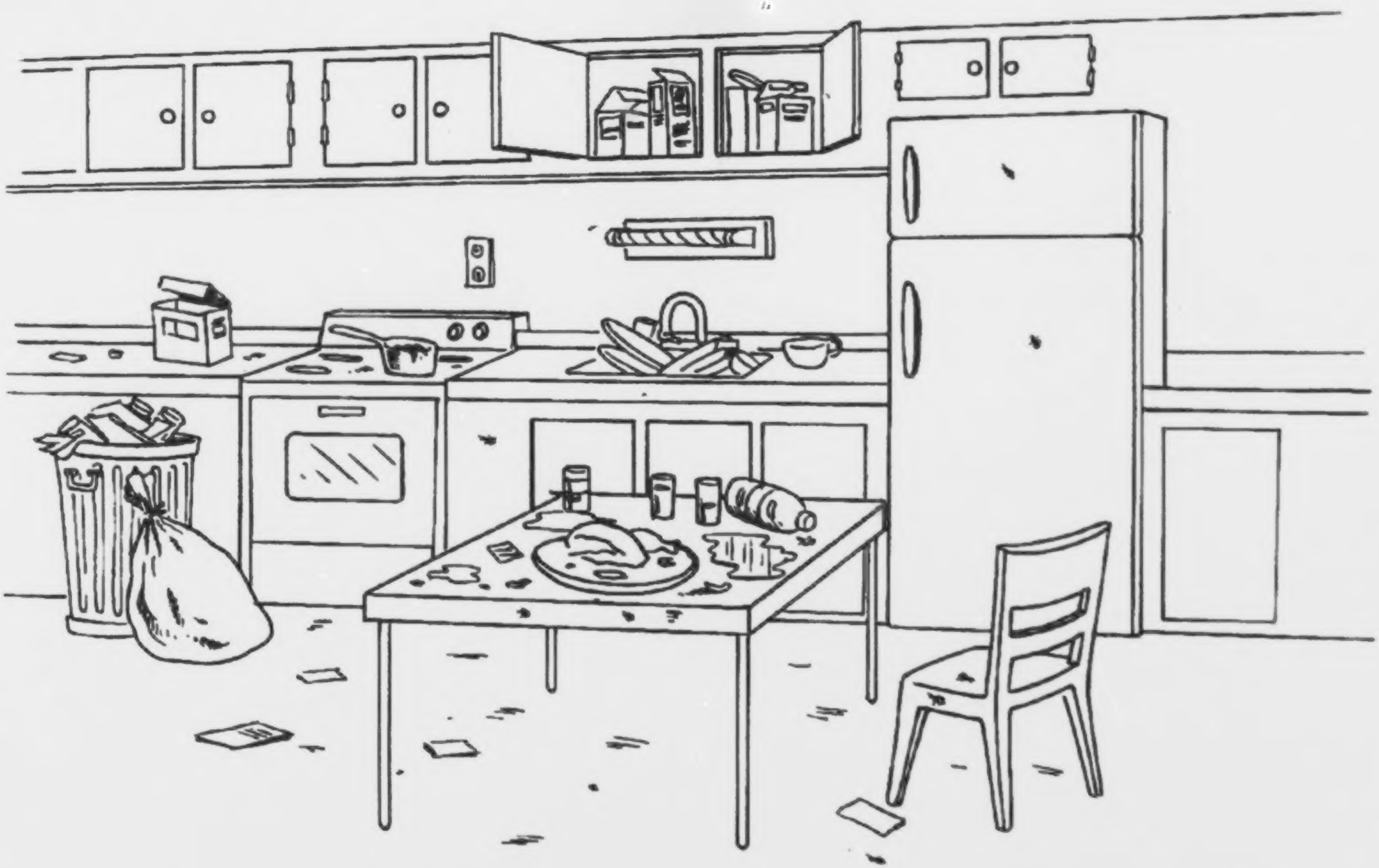
### Banana Milkshake

1/3 cup non-fat dry milk
1 cup water
1 banana
1/2 teaspoon vanilla

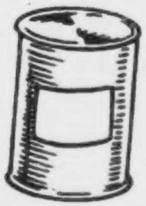
1. Mash the banana well.
2. Add milk, water, and vanilla and blend with a beater or shake in a jar.
3. Serve immediately or refrigerate and serve later. *Makes 1 serving.*

1 2 3 4 **5** 6 7 8

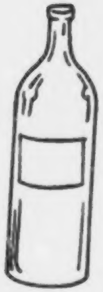
# Keep Foods Safe



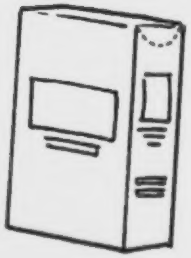
## Containers



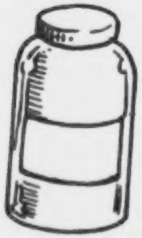
can



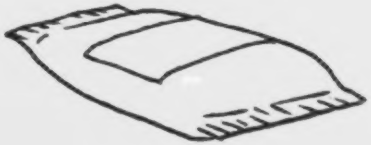
bottle



box

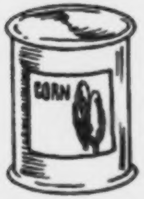


jar

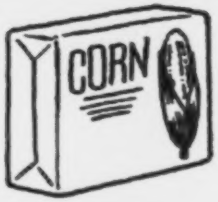


bag

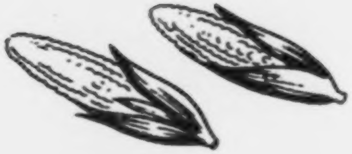
## Food in the grocery store is ...



canned



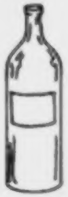
frozen

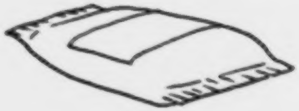


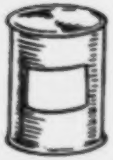
fresh

**Follow the directions.**

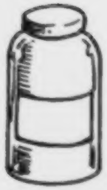
1. Draw an X through the can.

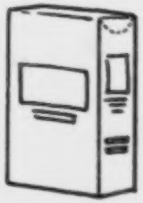


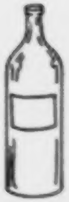




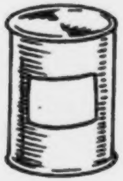
2. Circle the jar.

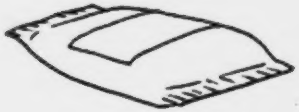


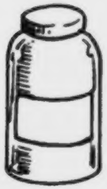




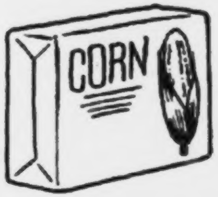
3. Draw a line under the bag.

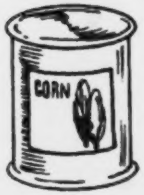


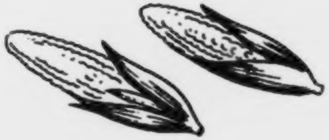




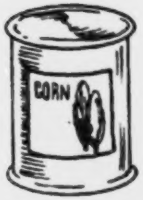
4. Draw an X through the fresh food.

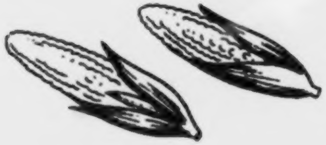


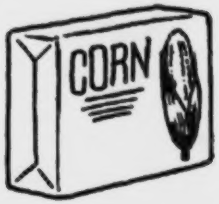




5. Circle the frozen food.







## Expiration date

Hamburger

| Total | Per Lb. | Wt. |
|---|---|---|
| $2.00 | $1.00 | 2 |

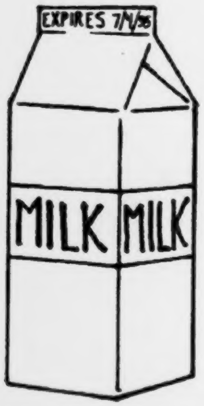
June 4

**Circle the expiration date.**

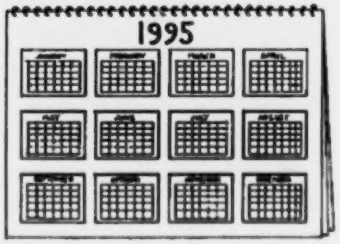
Chicken

10/15/94

| Total | Per Lb. | Wt. |
|---|---|---|
| $2.97 | $.99 | 3 |


EXPIRES 7/4/96
MILK
MILK

## How long can you keep food?



| Foods | Shelf | Refrigerator | Freezer |
|---|---|---|---|
| **Canned** | | | |
| soup | 1 year | | |
| beans | 1 year | | |
| **Fresh** | | | |
| chicken | | 1-2 days | 9-12 months |
| hamburger | | 1-2 days | 3-4 months |
| **Cooked** | | | |
| beef | | 3-4 days | 2-3 months |
| chicken | | 2-3 days | 4-6 months |

**Circle True (T) or False (F).**

1. Fresh hamburger is good for 9-12 months in the refrigerator. T F

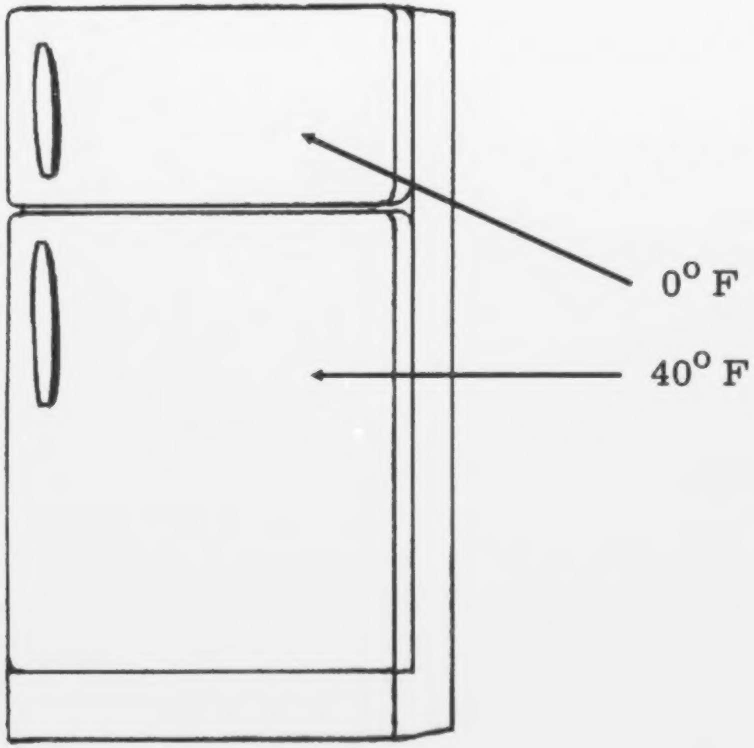
2. Cooked chicken is good for 4-6 months in the freezer. T F

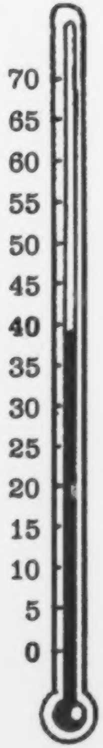
3. Canned beans are good for 3 years on the shelf. T F

4. Fresh chicken is good for 3-4 months in the freezer. T F

5. Cooked beef is good for 3-4 days in the refrigerator. T F

## Refrigerator Temperature



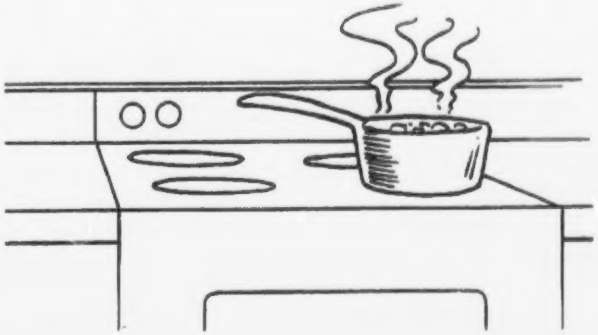

70
65
60
55
50
45
40
35
30
25
20
15
10
5
0

**Keep your refrigerator at 40° F (4° C). Keep your freezer at 0° F (-18° C).**

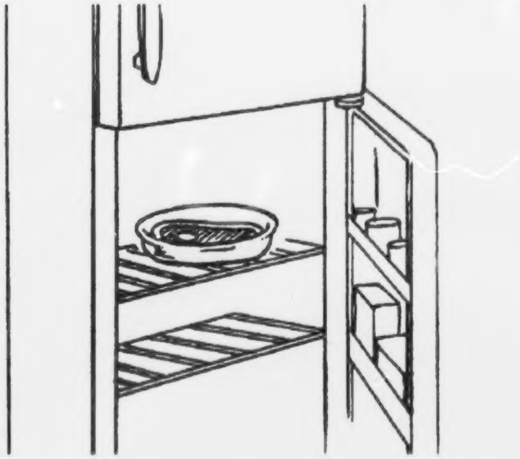
## Don't get sick.

**Keep hot foods hot. Keep cold foods cold.**

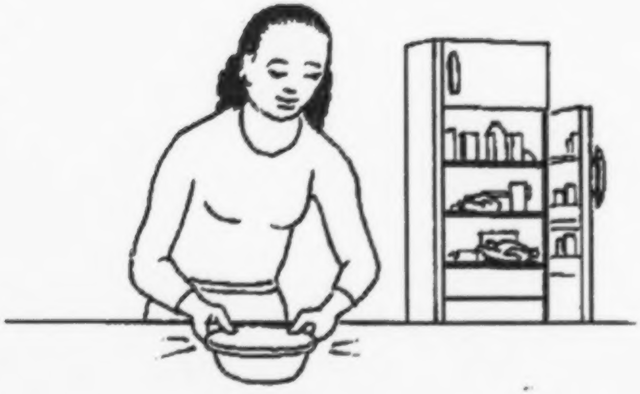
Always cook food completely.



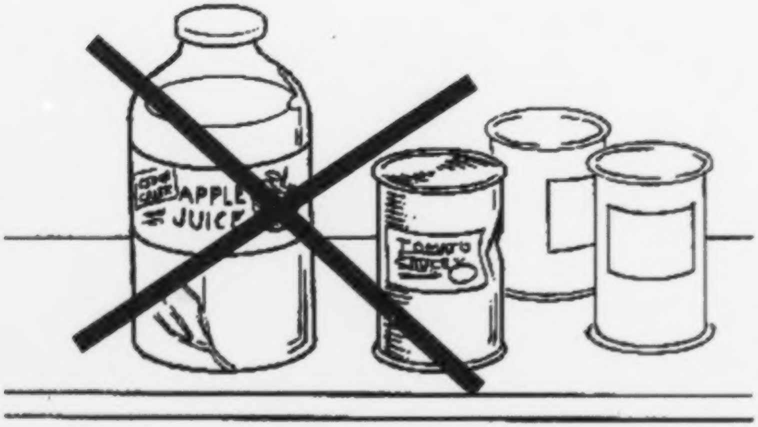
Always thaw frozen food
in the refrigerator.



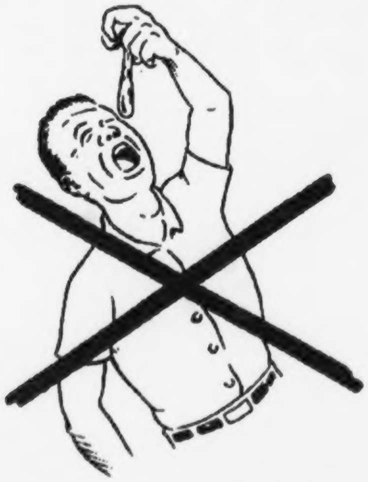
Always cover and put leftovers in the refrigerator immediately.



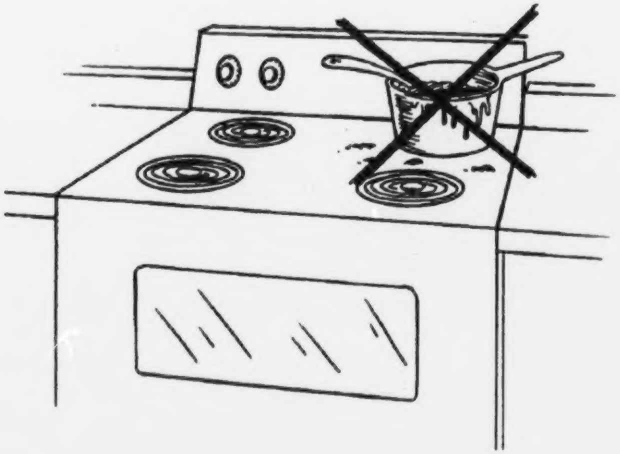
Never buy cracked jars or bulging cans.



Never eat raw eggs.

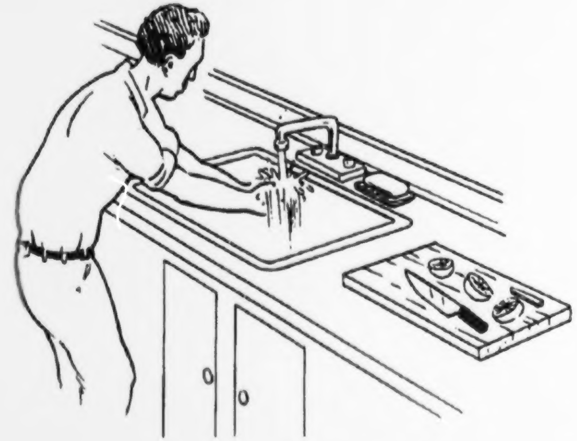


Never keep leftovers on the stove.

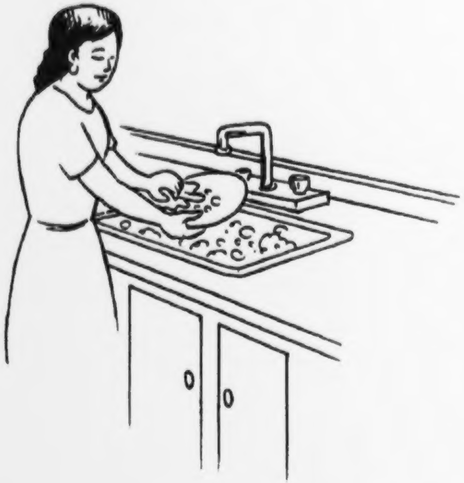


**Keep your hands and utensils clean.**

Wash your hands with soap before cooking.



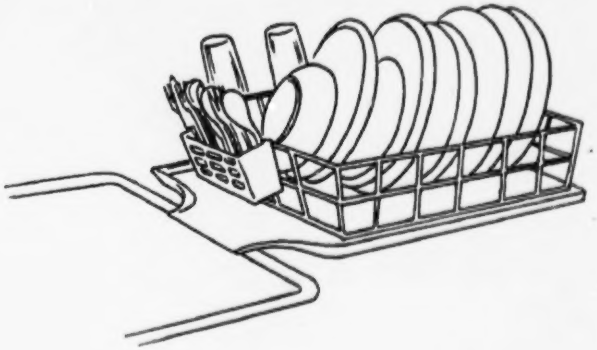
Wash your dishes after eating.



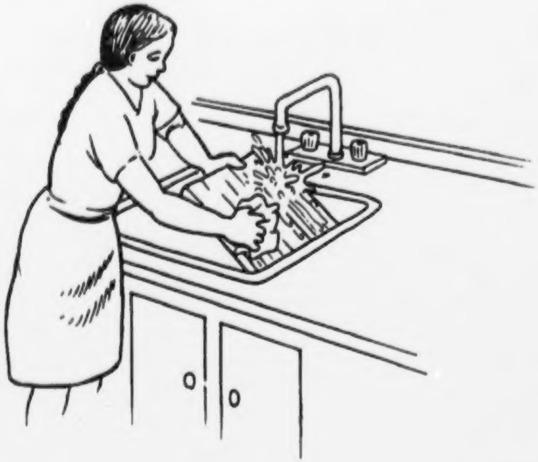
310

311

Air dry your dishes after washing.



Wash countertops and cutting boards.

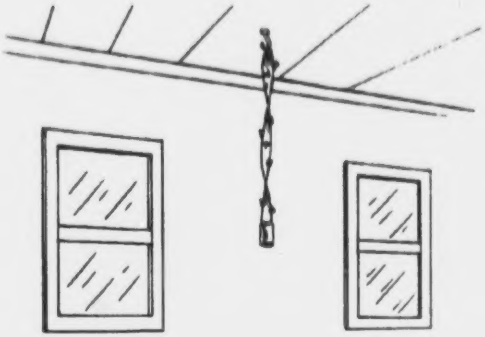


312

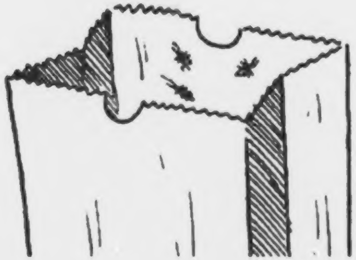
313

## Keep pests away.

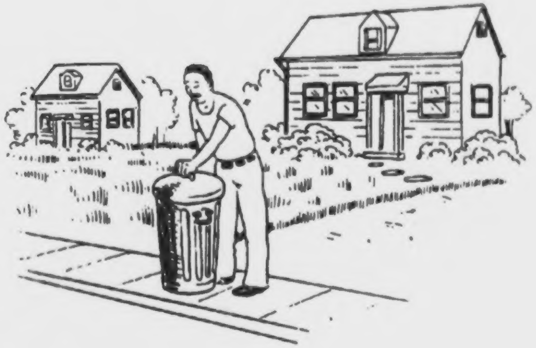
Use fly paper or pest strips
to get rid of flies.



Roaches often live in brown grocery bags.
Keep bags away from the kitchen.



Keep garbage away from the house.
Cover garbage cans.



**Make a check under your answer.**

| | always | sometimes | never |
|---|---|---|---|
| 1. Do you keep meat, eggs and leftovers in the refrigerator? | | | |
| 2. Do you thaw your food in the refrigerator? | | | |
| 3. Do you wash your hands with soap before cooking? | | | |
| 4. Do you wash your dishes after eating? | | | |
| 5. Do you air dry your dishes? | | | |
| 6. Do you wash countertops and cutting boards? | | | |
| 7. Is your house free of flies and roaches? | | | |

# A Healthy Recipe

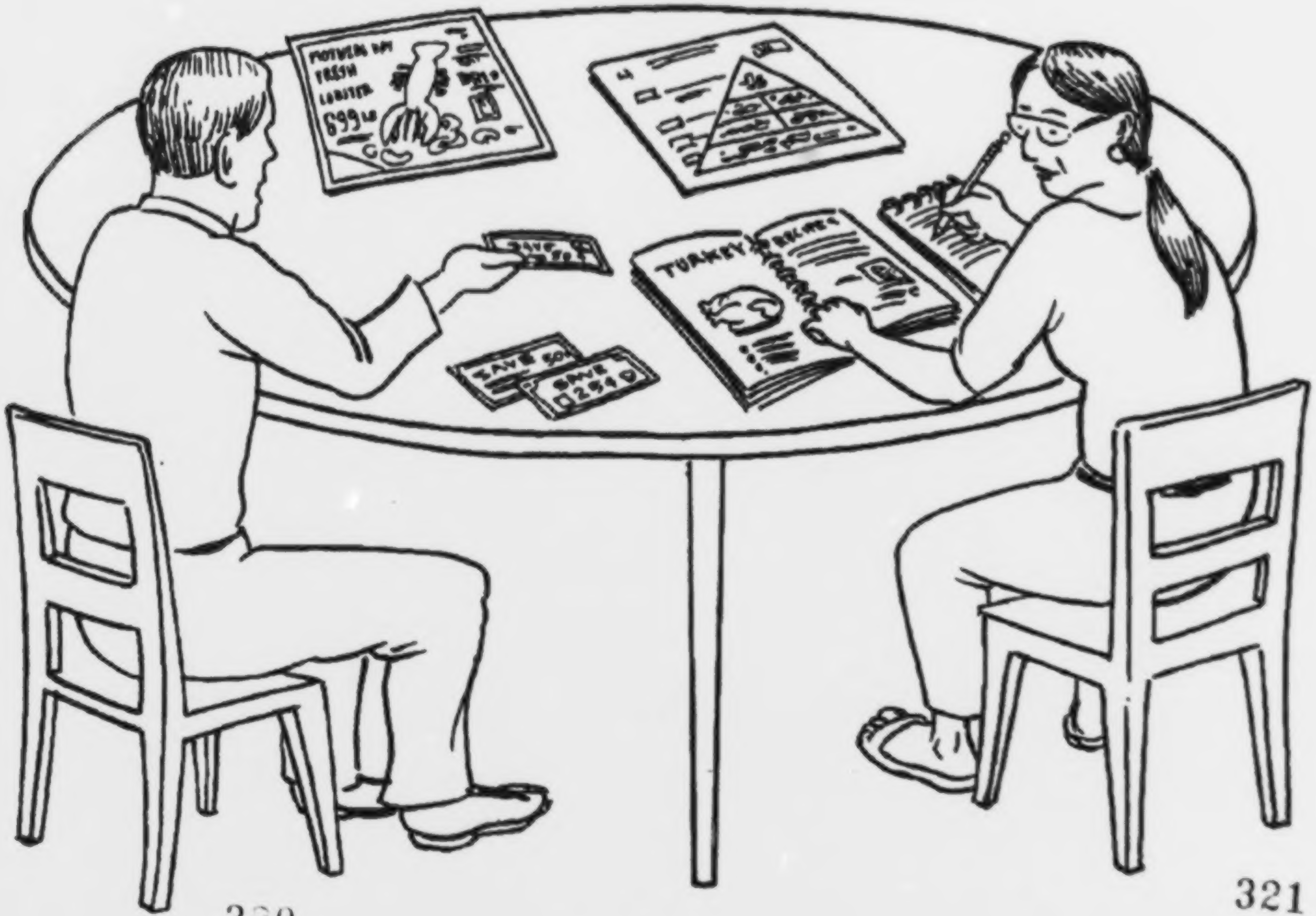
## Fruit Lover's Popsicles

1 cup nonfat dry milk
5 cups cold water
1 12-ounce can frozen unsweetened orange juice

1. Mix water with milk powder.
2. Add frozen juice.
3. Blend in blender or stir well to blend.
4. Pour into 14 paper cups
5. Cover each paper cup with a square of foil.
6. Use a knife to make a slit in the center of each foil top.
7. Push a wooden popsicle stick through the hole and into the juice mixture.
8. Put the popsicles in the freezer for about 6 hours or until firm. *Makes 14 servings.*

1 2 3 4 5 **6** 7 8

# Be a Smart Shopper


MOTHERS DAY
FRESH
LOBSTER
699 lb
SAVE
SAVE 50¢
SAVE
TURKEY
RECIPES

# Look for specials.

## Meat and Poultry

fresh roaster .69¢ lb.

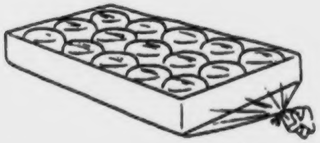
fresh ground beef $1.69 lb.

## Fresh Produce

lettuce .79¢ each

carrots 2 lb. bag .79¢

## Bakery

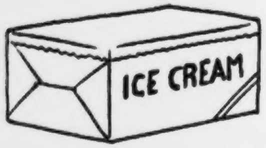


dinner rolls .99¢
package of 12

bread .79¢ loaf

**Frozen Foods**

frozen green peas .99¢
16 oz. package



ice cream $1.99
1/2 gallon

1. How much is lettuce? ______________________________

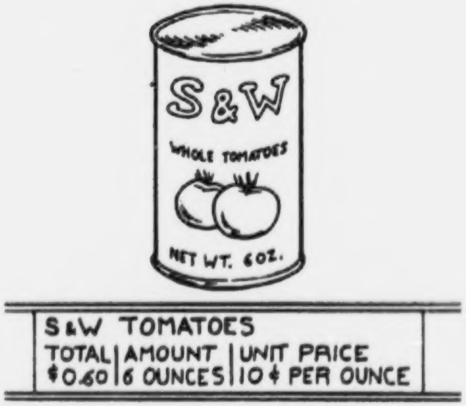
2. How much is a carton of ice cream? ______________________________

3. How much is a pound of ground beef? ______________________________

4. Are these prices expensive? ______________________________

5. Where do you shop? Why? ______________________________

## Find the unit price.

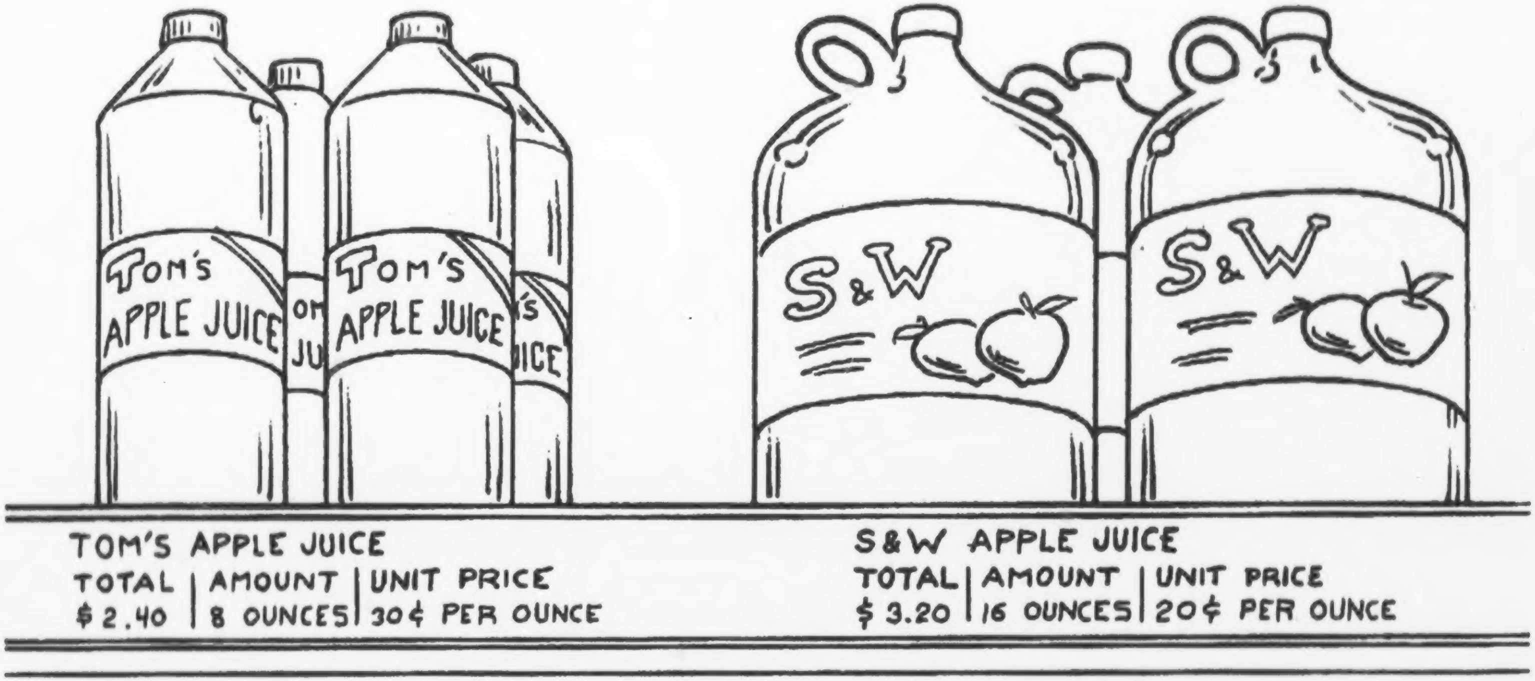

S&W
WHOLE TOMATOES
NET WT. 6OZ.
S&W TOMATOES
TOTAL $0.60
AMOUNT 6 OUNCES
UNIT PRICE 10¢ PER OUNCE

1. How much is one ounce of tomatoes? ______________________

2. What's the total price? ______________________

3. What's the total weight? ______________________

4. What's the brand name of the food? ______________________


TOM'S APPLE JUICE
TOM'S APPLE JUICE
S&W
S&W
TOM'S APPLE JUICE
TOTAL $2.40
AMOUNT 8 OUNCES
UNIT PRICE 30¢ PER OUNCE
S&W APPLE JUICE
TOTAL $3.20
AMOUNT 16 OUNCES
UNIT PRICE 20¢ PER OUNCE

Which costs more money and why?

**Read the nutrition label.**

Neptune Tuna

**Nutrition Facts**

| | |
|---|---|
| Serving Size | 1/3 cup |
| Servings Per Container | 3 |
| **Amount Per Serving** | |
| **Calories** 80 | Calories from Fat 10 |
| | **% Daily Value** |
| **Total Fat** 1g | 2% |
| Saturated Fat 0g | 0% |
| **Cholesterol** 10g | 3% |
| **Sodium** 200 mg | 8% |
| **Total Carbohydrate** 0g | 0% |
| Dietary Fiber 0g | 0% |
| Sugars 0g | |
| **Protein** 17g | |
| Vitamin A 0% | Vitamin C 0% |
| Calcium 0% | Iron 6% |

1. How large is 1 serving?

______________________________

2. How many calories are in 1 serving?

______________________________

3. How much fat is in 1 serving?

______________________________

4. How much protein is in 1 serving?

______________________________

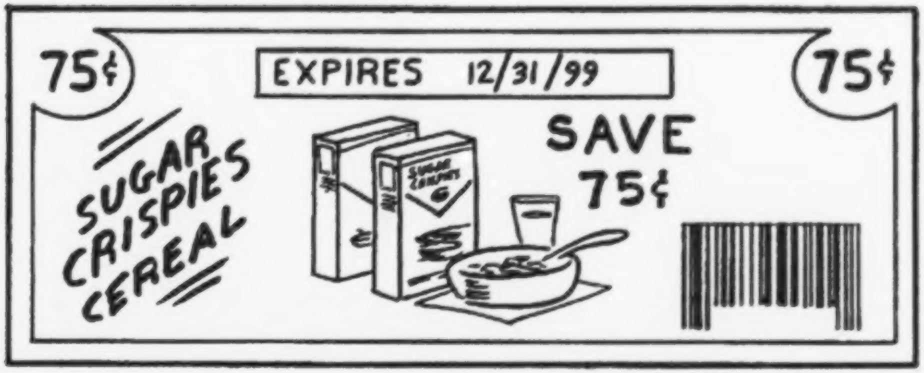
5. Is the tuna high in fat?

______________________________

6. Is the tuna high in sodium?

______________________________

## Save coupons

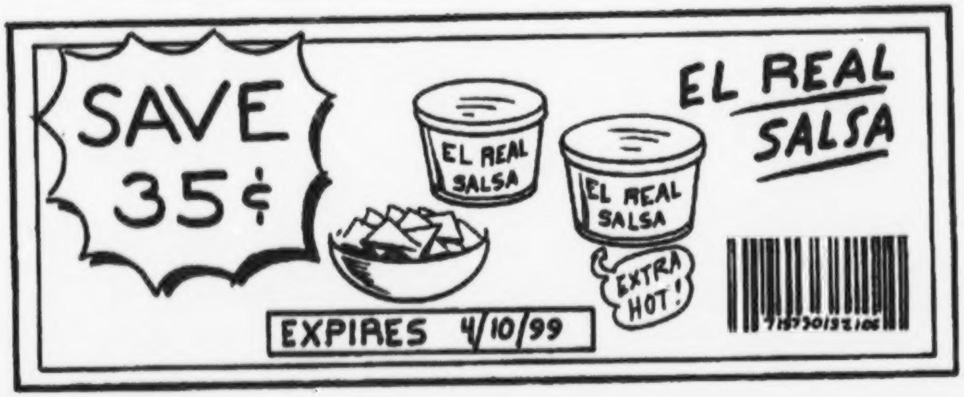

75¢
EXPIRES 12/31/99
75¢
SUGAR CRISPIES CEREAL
SAVE 75¢

What can you buy with the coupon? ______________________________

What is the expiration date? ______________________________

How much money can you save? ______________________________

Would you use this coupon? ______________________________


SAVE 35¢
EL REAL SALSA
EL REAL SALSA
EL REAL SALSA
EXTRA HOT!
EXPIRES 4/10/99

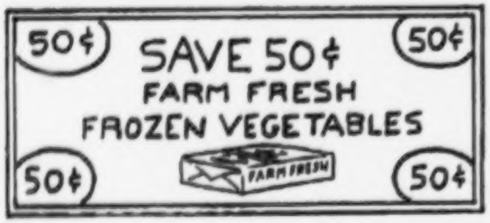
What can you buy with the coupon? ______________________________

What is the expiration date? ______________________________

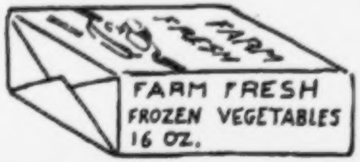
How much money can you save? ______________________________

Would you use this coupon? ______________________________

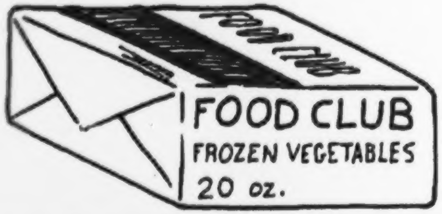
## Do coupons always save money?


50¢
SAVE 50¢
50¢
FARM FRESH
FROZEN VEGETABLES
50¢
FARM FRESH
50¢

**A**


FARM FRESH
FARM FRESH
FROZEN VEGETABLES
16 OZ.

**B**


FOOD CLUB
FOOD CLUB
FROZEN VEGETABLES
20 oz.

FARM FRESH VEGETABLES

| TOTAL | AMOUNT | UNIT PRICE |
|---|---|---|
| $2.10 | 16 oz. | 13¢ PER oz. |

FOOD CLUB VEGETABLES

| TOTAL | AMOUNT | UNIT PRICE |
|---|---|---|
| $1.60 | 20 oz. | 8¢ PER oz. |

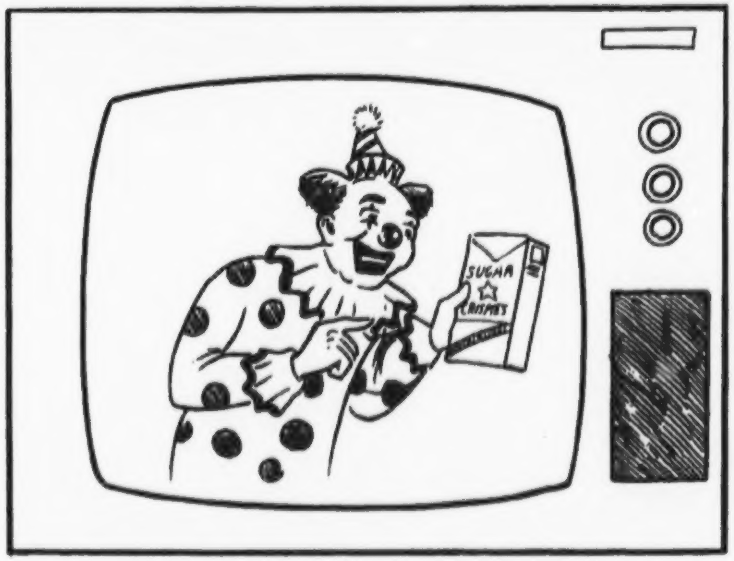
1. How much does A cost?________________________________________

2. How much does B cost?________________________________________

3. How much does the coupon save?________________________________

4. Which costs more money? Why?_________________________________

## Advertising


SUGAR
CRISPIES

1. What do your children ask you to buy?____________________

____________________________________________

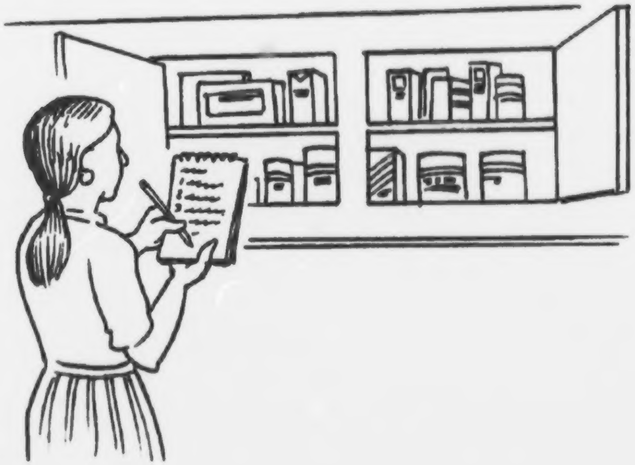
2. Do you buy the food you see on television?____________________

3. How does television sell food?____________________

____________________________________________

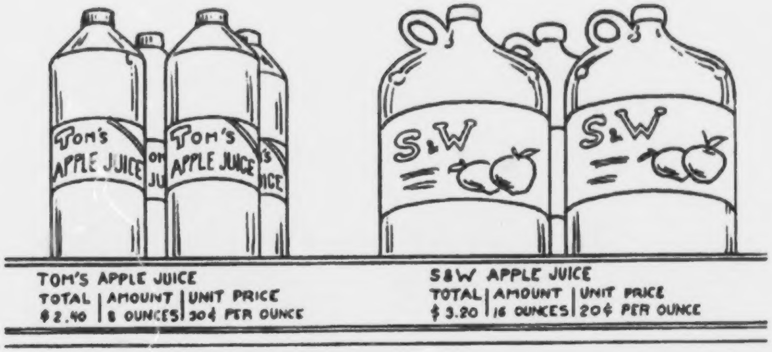
## Are you a smart shopper?

Plan ahead. Make a shopping list.



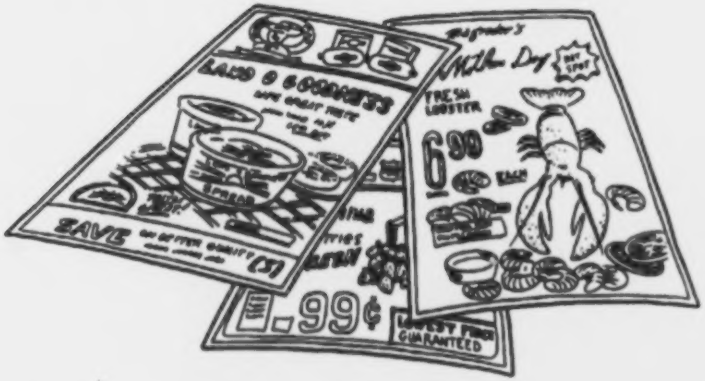
Look at the prices on different brands of food. Store brands cost less.

Look at the prices on different sizes. Larger is often cheaper.

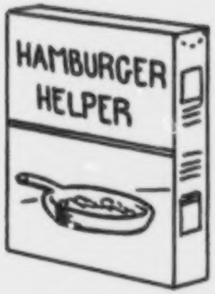

Tom's APPLE JUICE
Tom's APPLE JUICE
S&W
S&W
TOM'S APPLE JUICE
TOTAL $2.40
AMOUNT 8 OUNCES
UNIT PRICE 30¢ PER OUNCE
S&W APPLE JUICE
TOTAL $3.20
AMOUNT 16 OUNCES
UNIT PRICE 20¢ PER OUNCE

Shop at different stores to look for lower prices.

Look for specials on the foods you buy.


FRESH LOBSTER
6.99
SAVE
.99¢
LOWEST PRICE GUARANTEED

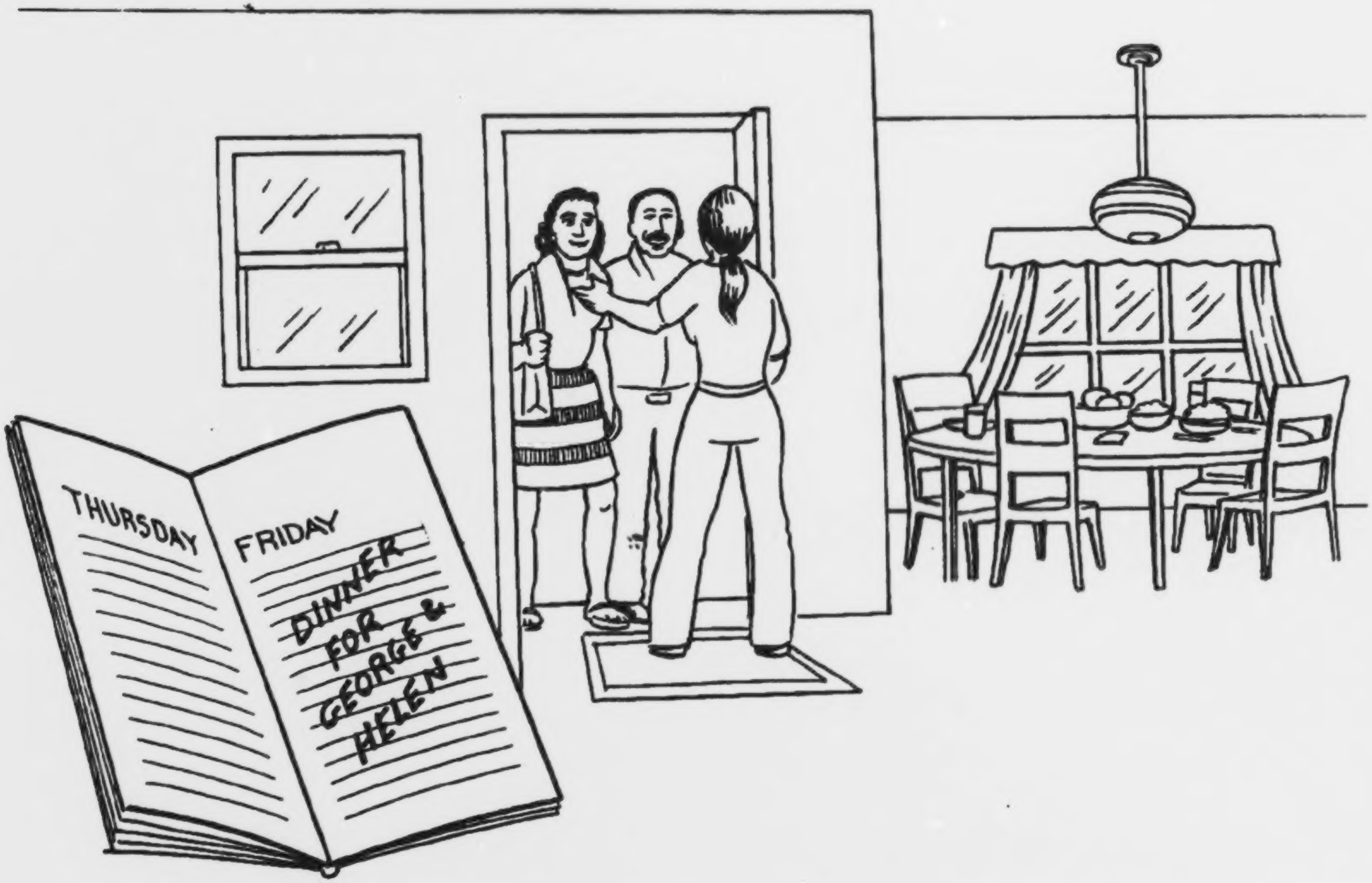
Some package-mixes are more expensive.
They are high in sodium and fat.
Read the label.


HAMBURGER HELPER

Food costs more at a convenience store.

| Food | Supermarket | Convenience Store |
|---|---|---|
| milk | $0.46 a quart | $0.85 a quart |
| bread | $1.15 a loaf | $1.35 a loaf |

**Joan is giving a dinner party.**


THURSDAY
FRIDAY
DINNER FOR GEORGE & HELEN

Help Joan plan a menu. Next, make a shopping list for her. Use newspaper ads for specials, coupons, the food pyramid, and the shopping tips on pages 90-91.

### *Menu*

### Things to buy...

Is your dinner low in fat?
Is it high in fiber?
Is it low in sodium?

## A Healthy Recipe

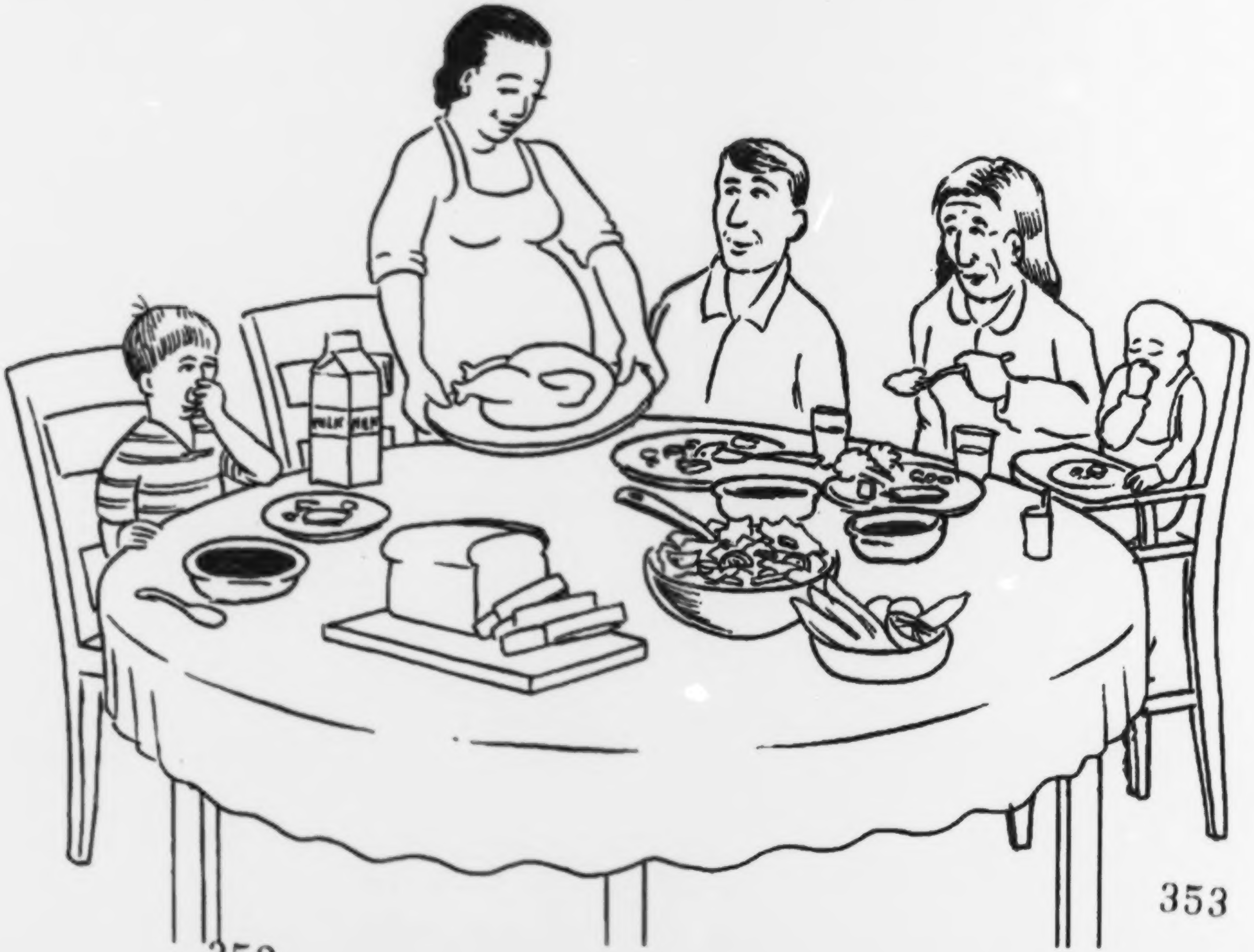
### Macaroni Salad

2 cups cooked macaroni
1/4 cup sliced celery
1/4 cup chopped carrot
2 tablespoons chopped onion
1 tablespoon mayonnaise
1 teaspoon vinegar
1 teaspoon mustard
1/8 teaspoon pepper

1. Cook macaroni.
2. Slice celery.
3. Chop carrot and onion.
4. Mix macaroni, celery, carrot, and onion in a large bowl.
5. Mix mayonnaise, vinegar, mustard, and pepper in a small bowl. *Makes 4 servings.*

1 2 3 4 5 6 **7** 8

# Eat Well and Stay Healthy



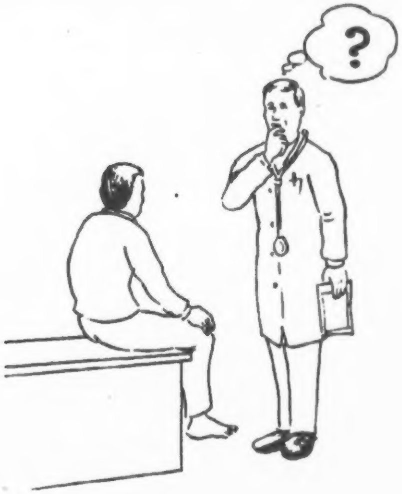
## Do you eat well?

Make a check under your answer.

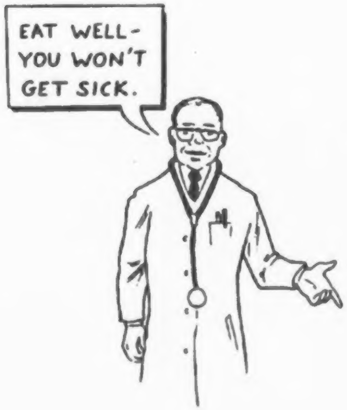
| | always | sometimes | never |
|---|---|---|---|
| 1. Do you eat foods from each food group? | | | |
| 2. Do you watch your weight? | | | |
| 3. Do you eat lowfat foods? | | | |
| 4. Do you drink water? | | | |
| 5. Do you use caffeine? | | | |
| 6. Do you eat foods with fiber? | | | |
| 7. Do you drink alcohol? | | | |
| 8. Do you exercise? | | | |
| 9. Do you smoke? | | | |
| 10. Do you use salt? | | | |

**Eating well can help us stay healthy.**

Doctors don't know why we get
some diseases.



But, doctor's say . . . . . . . . . . . . . . . . . . . . . .

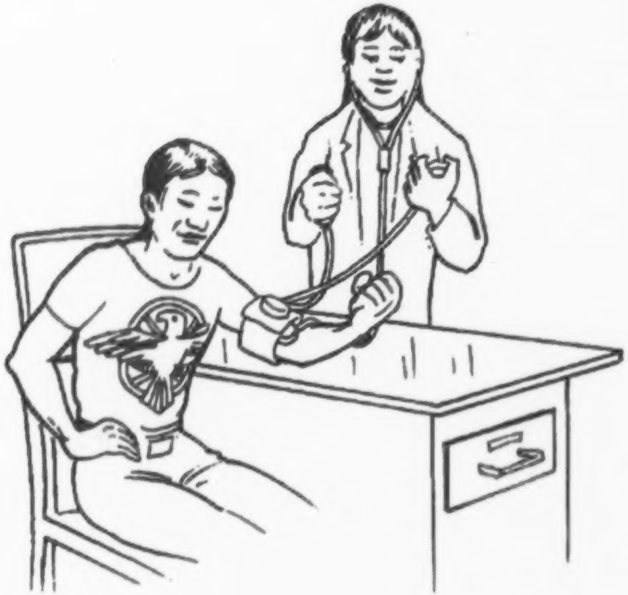


There are some diseases we may get from eating a bad diet. Those diseases are

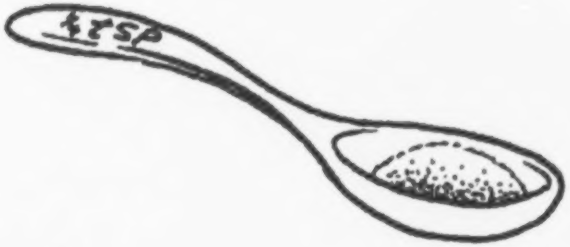
high blood pressure
heart disease
diabetes
cancer

## High Blood Pressure

High blood pressure makes it hard for blood to go through the veins and arteries.



Eat less salt and sodium. Most people need only $^{1}/_{4}$ teaspoon (500 milligrams) of sodium each day. Don't use salt at the table.



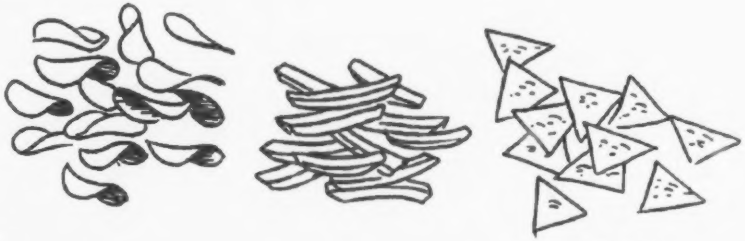
**These foods are high in salt.**

| Food | Sodium per serving (mg) |
|---|---|
| chicken dinner (fast food) | 2,243 |
| tomato sauce | 1,498 |
| canned chili con carne | 1,194 |
| soy sauce | 1,029 |

**These foods are also high in sodium.**

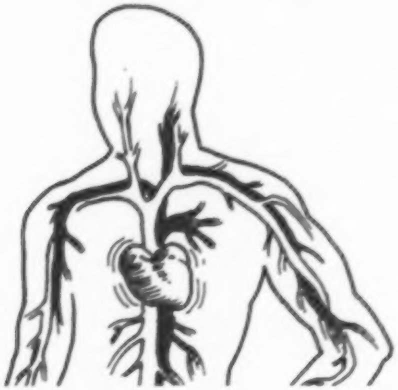
- canned foods
- pickles
- dried meat or fish
- adobo
- ham
- sausage
- potato chips
- garlic salt
- onion salt
- MSG

Eat small amounts of salty snacks.



## Heart Disease

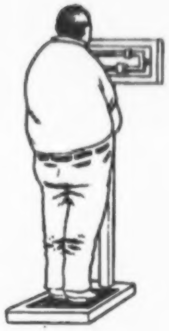
Heart disease means your heart has to work too hard to pump blood.



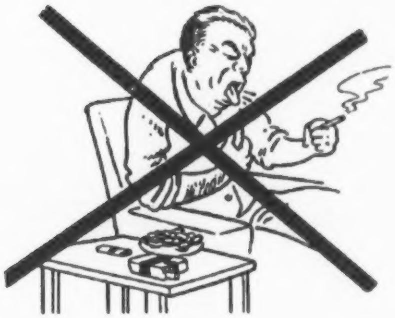
Eat less fat, salt, and sugar.

Exercise three times a week for 20 minutes.

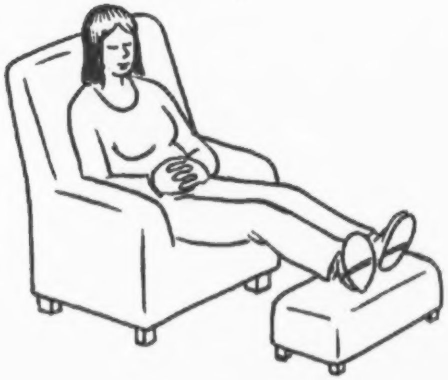
Watch your weight.



Don't smoke.



Take time to rest.



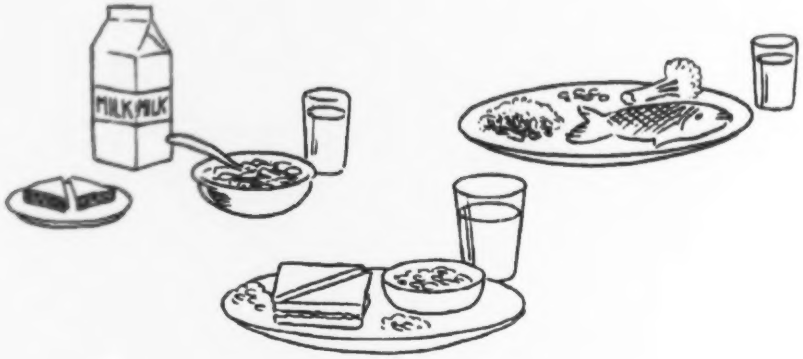
364

365

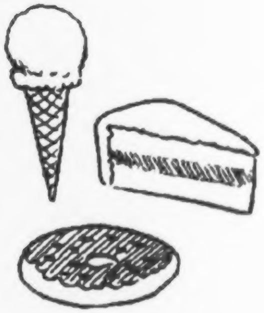
## Diabetes

Diabetes means there is too much sugar in the blood.

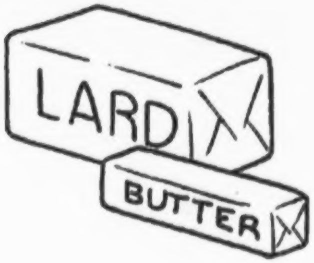
Eat regular meals.



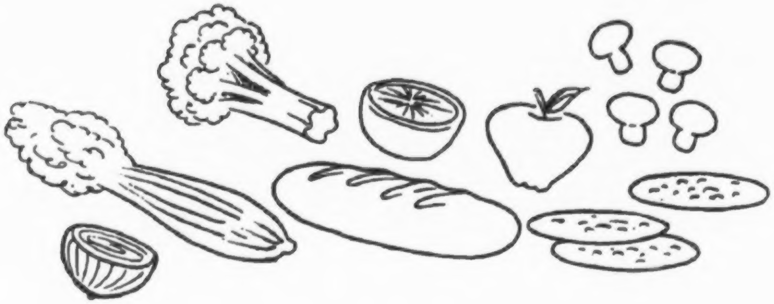
Eat less sugar.



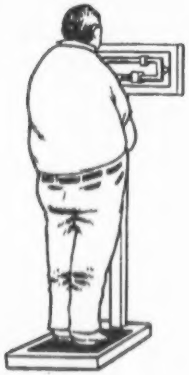
Eat less fat.


LARD
BUTTER

Eat more fiber.



Watch your weight.

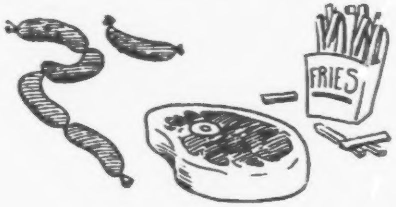


## Cancer

Cancer makes cells grow too quickly. This stops the body from working.

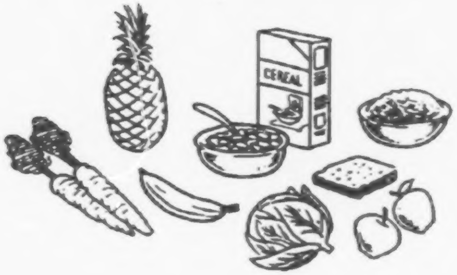
**Eat less fat.**

Use small amounts of fatty foods.



**Eat high-fiber foods.**

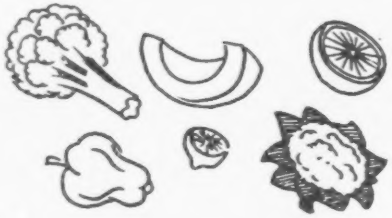
Eat fruits and vegetables with the skin.



**Eat foods with vitamins A and C.**

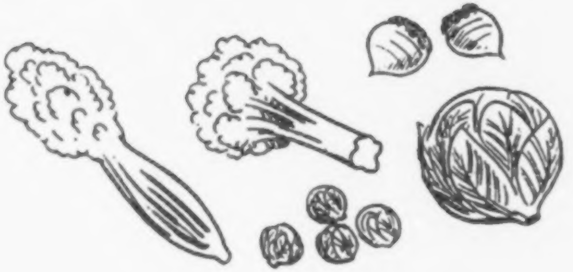
Vitamin A — dark green vegetables, deep yellow fruits and vegetables.

Vitamin C — citrus fruits, strawberries, melons, broccoli, cauliflower, and green peppers.

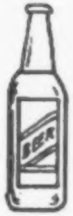


**Eat vegetables from the cabbage family.**

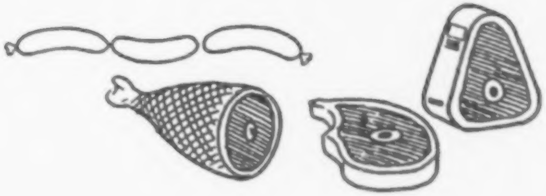
the cabbage family = bok choy, brussel sprouts, turnips, broccoli, cabbage



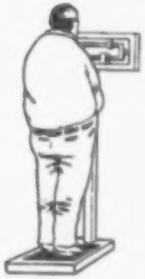
**Drink less alcohol.**



**Eat fewer salt-cured, smoked, and nitrite-cured foods.**



**Watch your weight.**



## Fruit with Yogurt Dip

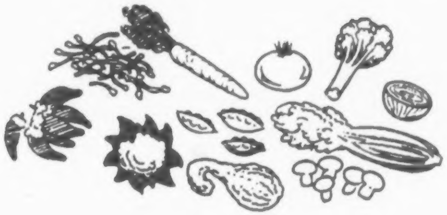
8 ounces vanilla non-fat yogurt
8 ounces strawberry non-fat yogurt
cinnamon
1 banana
1 pint of strawberries
2 apples

1. Mix vanilla yogurt with strawberry yogurt in a bowl.
2. Sprinkle the yogurt with cinnamon.
3. Slice the banana lengthwise and in half.
4. Remove the stems from the strawberries.
5. Cut the apples into wedges.
6. Place the fruit around the bowl of yogurt.
7. Dip the fruit into the yogurt and eat. *Makes 4 servings.*

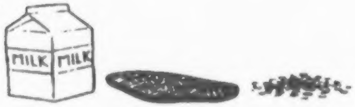
# Get the Help You Need

## Pregnant women must eat well.

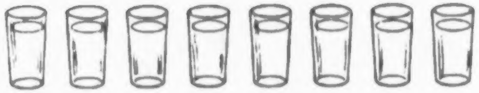
Pregnant women should



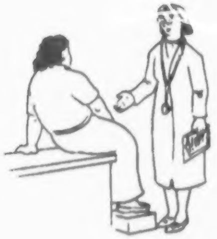
eat more fruits and vegetables



eat more foods with iron and calcium

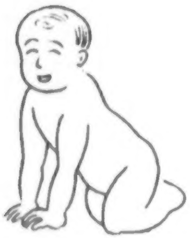


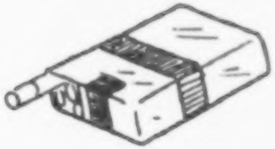
drink 8-10 glasses of fluid a day



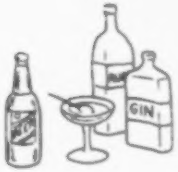
see your doctor.

## For a Healthy Baby

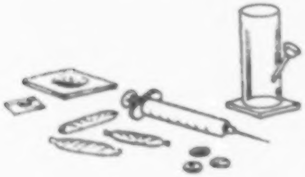




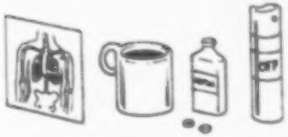
Don't smoke.



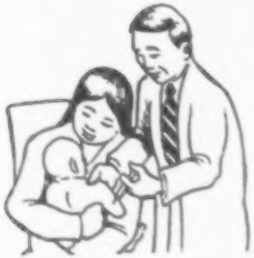
Don't drink alcohol.



Don't take drugs.

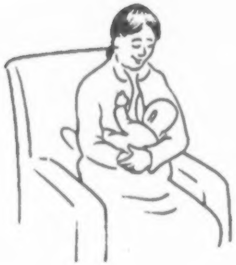
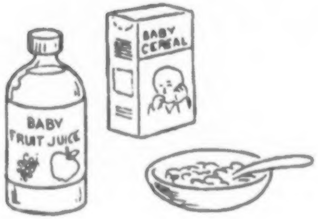


Ask the doctor about medicine, chemicals caffeine, and x-rays.



And remember to immunize your baby.

## Feeding your Baby

| | | |
|---|---|---|
| 0-6 months |  | Breastfeed, if possible. Do not give your baby solid foods. |
| 6-7 months |  | Give your baby cereals, mashed fruits and juices. |
| 8-12 months | | Add meats, yogurt, and egg yolks. Cut food in small pieces for your baby to eat. |
| after 12 months | | You can now feed your child the foods you eat. |

## Feeding Your Child

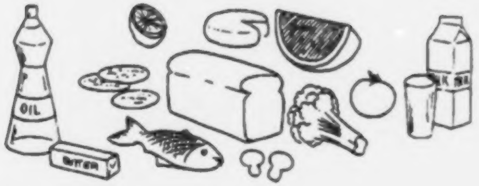
Your child needs foods from each of the food groups.

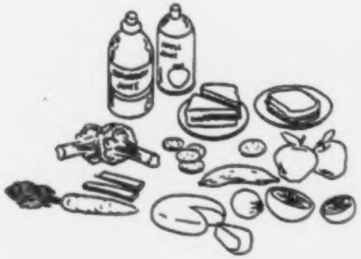
Give your child small servings. Offer second servings.

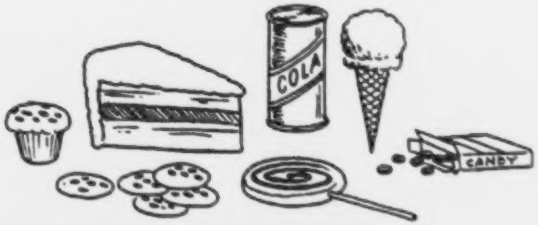
Your child may get hungry. Snacks are important.

**These foods can be bad for your child's teeth.**

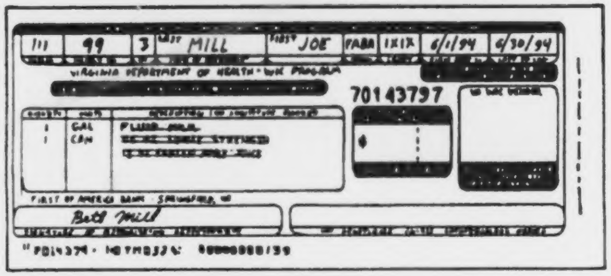
- soda
- potato chips
- candy
- chocolate
- pies, cakes, cookies
- gum







## Can you get help from WIC?



111 99 3 MILL JOE FABA 1X1X 6/1/94 6/30/94

VIRGINIA DEPARTMENT OF HEALTH - WIC PROGRAM

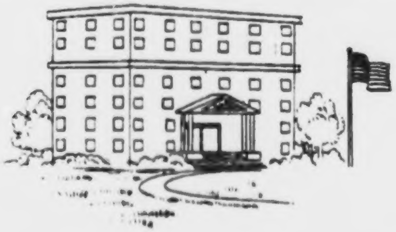
70143797

Betty Mill

**Women, Infants, and Children (WIC)**
**is a government program.**
**WIC can help you buy food.**

**Circle your answers.**

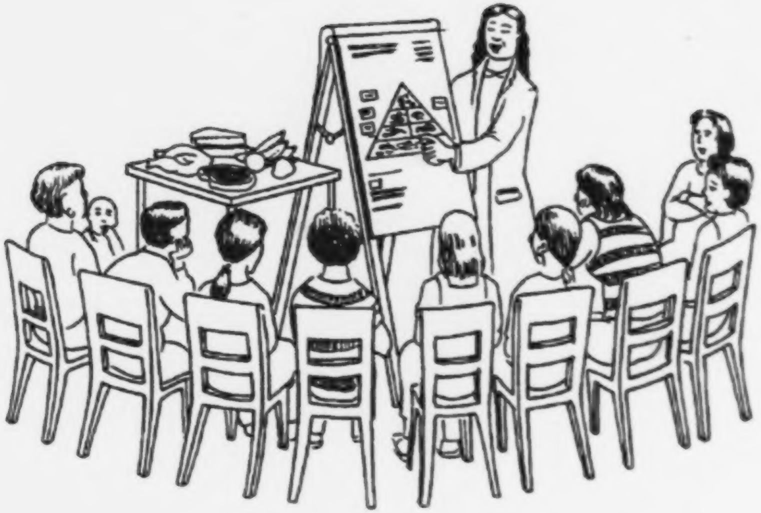
| | | |
|---|---|---|
| 1. Are you a pregnant or breastfeeding woman? | Yes | No |
| 2. Do you have a child under 5 years old? | Yes | No |
| 3. Do you need money for food? | Yes | No |
| 4. Do you have health problems? | Yes | No |
| or | | |
| Does your child have health problems? | Yes | No |



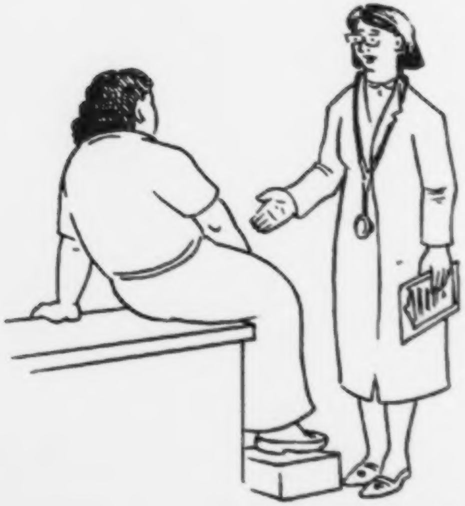
Go to the WIC office for an application and an interview.

**WIC gives**

health classes



health services

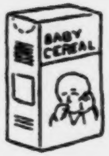


388

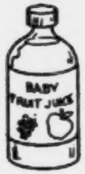
389

**WIC checks can buy**

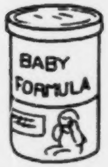
baby cereal


BABY
CEREAL

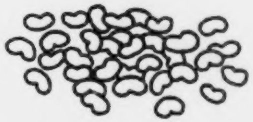
baby fruit juice


BABY
FRUIT JUICE

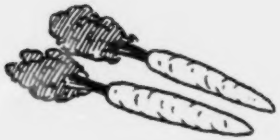
baby formula


BABY
FORMULA

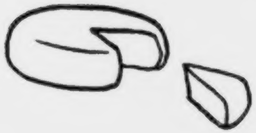
beans



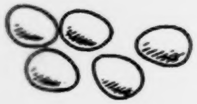
carrots



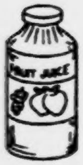
cheese



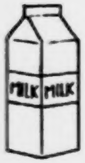
eggs



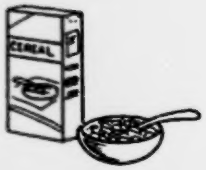
fruit juice



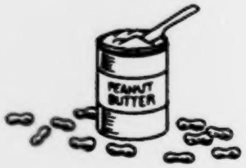
milk



cereal

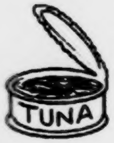


peanut butter

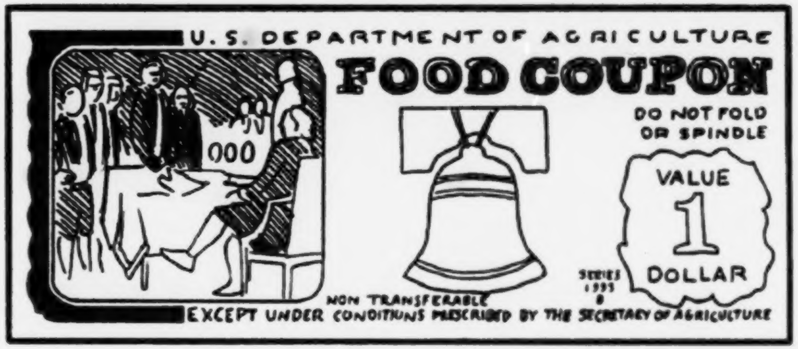


PEANUT BUTTER

tuna

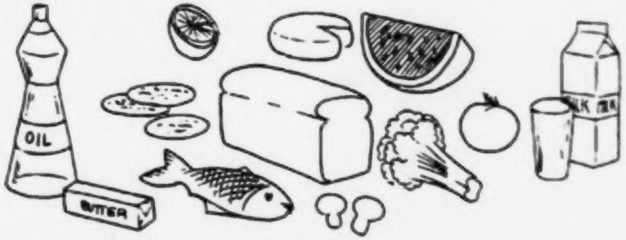


**U.S. Government Food Stamps can help you buy food.**

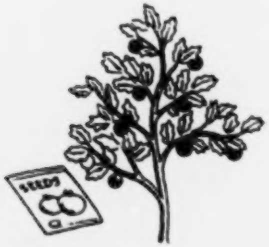

U.S. DEPARTMENT OF AGRICULTURE
FOOD COUPON
DO NOT FOLD OR SPINDLE
000
VALUE
1
DOLLAR
SERIES
1975
B
NON TRANSFERABLE
EXCEPT UNDER CONDITIONS PRESCRIBED BY THE SECRETARY OF AGRICULTURE

**Food Stamps can buy**

food

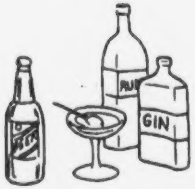


seeds and plants that grow food

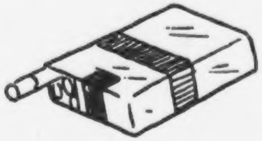


**Food Stamps can't buy**

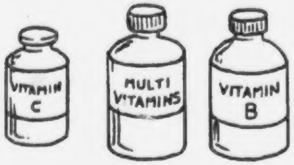
alcohol



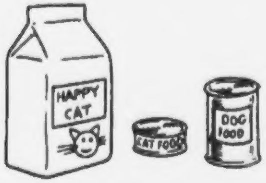
cigarettes



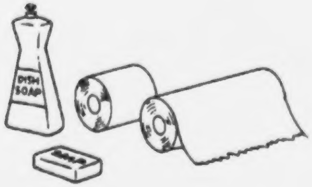
vitamins and minerals


VITAMIN C
MULTI VITAMINS
VITAMIN B

dog and cat food


HAPPY CAT
CAT FOOD
DOG FOOD

soap and paper things


DISH SOAP
SOAP

## Can Sung get Food Stamps?

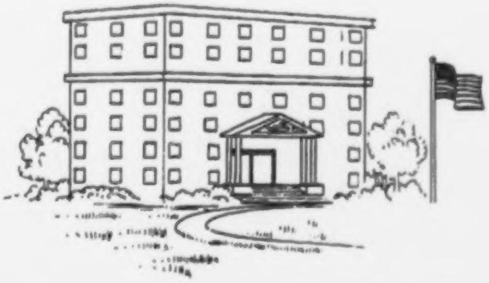
Sung does not have a job. He has no money for food. He gets welfare. Sung has a green card.

He does not have a home. Can Sung get Food Stamps?

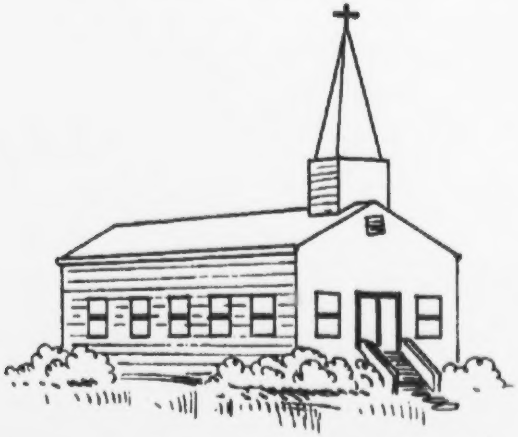
**Food Stamps is a government program. You can get Food Stamps if you..**

1. are a U.S. citizen or have a green card
2. have no money for food
3. are on welfare
4. are homeless

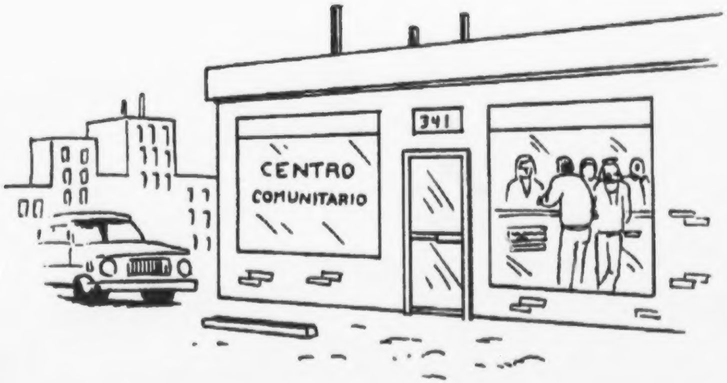
Sung must go to the Food Stamp Office for an application and an interview.



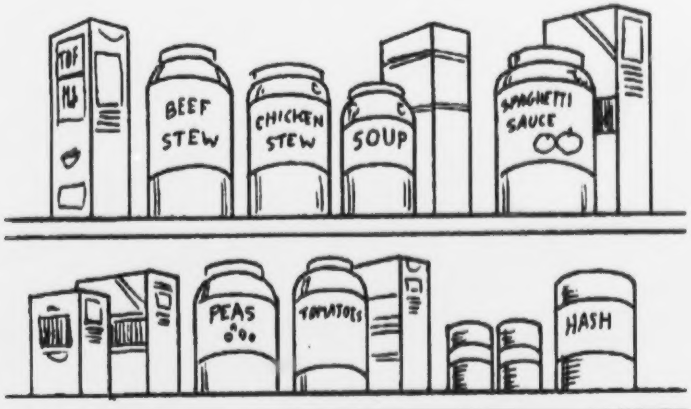
## Churches and Community Groups



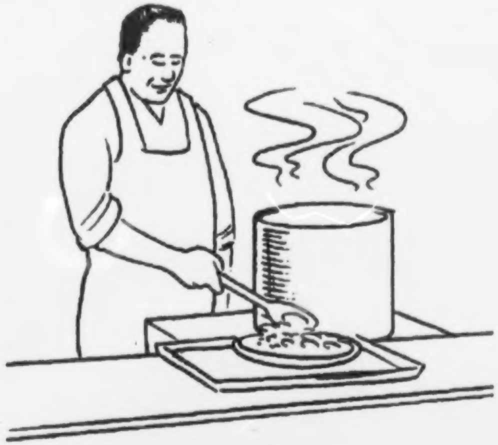
Churches can help you get food.


CENTRO
COMUNITARIO
341

Community groups can help you get food.


BEEF STEW
CHICKEN STEW
SOUP
SPAGHETTI SAUCE
PEAS
TOMATOES
HASH

They have food banks.



They have soup kitchens.

## Telephone Numbers

WIC Office: ______________________________

Food Stamp Office: ______________________________

Community Health Center: ______________________________

Food Bank or Soup Kitchen: ______________________________

Farmworker Organization: ______________________________

Police Station: ______________________________

Poison Control Center: ______________________________

Other: ______________________________

______________________________

______________________________

**Write your own recipe.**

404 405

## Your Word List

# GLOSSARY OF FOODS

| Food | Serving | fat(g) | calories | fiber(g) | sodium(mg) |
|---|---|---|---|---|---|
| apple | | | | | |
| whole | 1 medium | 0.4 | 81 | 4 | 1 |
| juice | 1 cup | 0.3 | 116 | 1 | 7 |
| applesauce | 1/2 cup | 0.1 | 53 | 2 | 0 |
| avocado | 1 (6 oz.) | 30 | 306 | 4 | 21 |
| banana | 1 medium | 0.6 | 105 | 2 | 1 |
| beans (legumes) | | | | | |
| all types, cooked | 1/2 cup | 0.4 | 124 | 1 | 9 |
| beer | 12 oz | 0 | 148 | 0 | 19 |
| Big Mac (McDonalds) | 1 | 26 | 500 | 1 | 890 |
| bread (multigrain) | 1 slice | 0.9 | 70 | 2 | 103 |
| bean burrito (Taco Bell) | 1 | 14 | 381 | 1 | 1148 |
| cake | | | | | |
| chocolate, with frosting | 1 piece | 17.0 | 388 | 2 | 648 |
| white, with frosting | 1 piece | 14.6 | 369 | 1 | 420 |
| pound | 1 piece | 9.0 | 200 | 1 | 110 |
| angel | 1 piece | 0.2 | 161 | 0 | 161 |

| Food | Serving | fat(g) | calories | fiber(g) | sodium(mg) |
|---|---|---|---|---|---|
| cheese (cheddar) | 1 oz. | 9.4 | 114 | 0 | 176 |
| chicken | | | | | |
| with skin,fried | 1/2 breast | 10.7 | 236 | 0 | 77 |
| w/o skin, roasted | 1/2 breast | 3.1 | 142 | 0 | 70 |
| leg, fried | 1 leg | 8.7 | 120 | 0 | 92 |
| chocolate bar (snickers) | 1 oz. | 6.5 | 135 | 1 | 75 |
| coffee | 8 oz. | 0 | 4 | 0 | 4 |
| carbonated sodas | 12 oz. | 0 | 152 | 0 | 14 |
| sugar free | 12 oz. | 0 | 1 | 0 | 8 |
| corn | | | | | |
| corn on the cob | 1 medium | 0.9 | 83 | 4 | 4 |
| cooked | 1/2 cup | 1.1 | 89 | 5 | 14 |
| frozen, cooked | 1/2 cup | 0.2 | 67 | 4 | 4 |
| cream style, canned | 1/2 cup | 0.4 | 93 | 4 | 365 |
| egg fried w/ 1tsp. fat | 1 large | 7.8 | 104 | 0 | 144 |
| fish (haddock) | | | | | |
| cooked | 3 1/2 oz. | 0.6 | 79 | 0 | 58 |
| fried | 3 1/2 oz. | 10.0 | 180 | 0 | 130 |
| smoked/canned | 3 1/2 oz. | 0.4 | 103 | 0 | 655 |
| french fries (McDonalds) | 1 order, large | 21.6 | 400 | 1 | 200 |

| Food | Serving | fat(g) | calories | fiber(g) | sodium(mg) |
|---|---|---|---|---|---|
| ice cream | | | | | |
| chocolate | 1/2 cup | 7.2 | 134 | 1 | 58 |
| strawberry | 1/2 cup | 6.0 | 128 | 0 | 55 |
| lamb | | | | | |
| leg, lean | 3 1/2oz. | 8.1 | 180 | 0 | 60 |
| lean & marbled | 3 1/2 oz. | 14.5 | 242 | 0 | 52 |
| macaroni (semolina) | 1 cup | 0.7 | 159 | 1 | 1 |
| milk | | | | | |
| whole | 1 cup | 8.0 | 150 | 0 | 122 |
| lowfat (2%) | 1 cup | 4.7 | 121 | 0 | 123 |
| skim | 1 cup | 0.4 | 86 | 0 | 126 |
| noodles | | | | | |
| egg | 1 cup | 2.4 | 200 | 1 | 3 |
| ramen | 1 cup | 6.5 | 188 | 1 | 978 |
| rice | 1 cup | 0 | 140 | 1 | 0 |
| spaghetti | 1 cup | 1.0 | 159 | 1 | 1 |
| pizza-cheese (Dominos) | 2 slices | 10 | 360 | NA | 1000 |
| plantain, cooked | 1 cup | 0.3 | 179 | 1 | 8 |
| pork | | | | | |
| loin chop, lean | 1 chop | 7.7 | 170 | 0 | 40 |
| loin chop, lean & fat | 1 chop | 22.5 | 314 | 0 | 63 |

| Food | Serving | fat(g) | calories | fiber(g) | sodium(mg) |
|---|---|---|---|---|---|
| potato chips | 1 oz.-14 chips | 11.2 | 159 | 1 | 182 |
| rice | | | | | |
| white | 1/2 cup | 1.2 | 111 | 0 | 0 |
| fried | 1/2 | 7.2 | 181 | 1 | 550 |
| strawberries | 1 cup | 0.2 | 45 | 3 | 2 |
| tomato | | | | | |
| raw | 1 medium | 0.3 | 24 | 1 | 10 |
| stewed | 1/2 cup | 0.2 | 34 | 1 | 325 |
| paste, canned | 1/2 cup | 1.2 | 110 | 4 | 86 |
| tortilla | | | | | |
| (corn, not fried) | 1 medium | 0.8 | 48 | 1 | 38 |
| flour | 1 medium | 2.5 | 59 | 1 | 63 |
| tortilla chips | 1 oz-10 chips | 6.6 | 139 | 0 | 140 |
| whiskey | 1 fl. oz. | 0 | 70 | 0 | 0 |
| wine | 4 fl. oz. | 0 | 85 | 0 | 0 |
| yogurt | | | | | |
| lowfat, vanilla | 1 cup | 2.8 | 194 | 0 | 149 |
| nonfat, plain | 1 cup | 0.4 | 127 | 0 | 174 |

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